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A SURVEY OF THE OPINIONS OF GRADE 9 AND GRADE 12 STUDENTS REGARDING CAREER DECISIONS CAREER PLANNING AND CAREER INFORMATION

by

© Carl Michael Paproski

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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Fall, 1978

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned hereby certify that they have read and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled, "A Survey of the Opinions of Grade 9 and Grade 12 Students Regarding Career Decisions, Career Planning and Career Information", submitted by Carl Michael Paproski in partial fulfilment of the requirements for the degree of Master of Education.

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Chairman

Date 19 October, 1978

ABSTRACT

This investigation endeavored to determine, by means of a questionnaire-survey method, the opinions of grade nine and grade twelve students in the Edmonton Separate (Catholic) School System regarding questions pertaining to career decisions, career planning, and career information. This questionnaire, with some changes to reflect the Alberta scene, was similar to one devised and utilized extensively throughout the metropolitan Toronto area to ascertain the need for a career information centre.

In addition to background information, such as grade, sex, and high school program, students were asked to indicate their intentions after leaving high school, whether they had experienced paid employment for a two month period, and whether they had made career plans. Students were also asked to rank on a scale of 1 to 5 (1 being first choice, and 5 being fifth choice) methods they utilized or would utilize in learning about different careers from a list of sixteen possible methods.

Students were also asked their opinion on thirteen variables important when making a career decision. They were asked to rank each variable on a 5 point scale from "very low" to "very high" in importance.

Obtained as well were students opinions on accessibility of career information in the school and whether students received adequate

help from the school staff in making career plans. Additional information was obtained from the students as to their knowledge of the presence of a counsellor in their school.

Of the 550 students randomly sampled, 455 students completed the questionnaire in part or in total. These data were treated statistically to determine the presence of significant differences.

Some of the conclusions were:

(1) Grade nine and grade twelve students had similar opinions with respect to methods utilized to learn about careers. Males and females showed similarities in the methods by which they learned about careers.

(2) Significant differences were evident in two areas: (a) in grade nine and grade twelve students on the reasons for making a career decision; and (b) between males and females in their reasons for making a career decision.

(3) Both grade nine and grade twelve students have similar career plans with respect to specificity. Both groups indicated the schools were providing adequate help to them in making career decisions.

(4) Regarding the accessibility of career information, the responses suggest that grade twelve students felt that it was more accessible in their schools than grade nine students in their schools.

(5) Grade nine and grade twelve students were aware of the presence of a counsellor in their school.

(6) Grade twelve students were found to have more paid work experience than grade nine students, and male students were found to have more paid work experience than female students.

(7) Students enrolled in all programs at the high school level reported accessibility to sufficient career information.

(8) On the specific intentions of students after leaving high school, significant differences were found to exist between males and females.

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1. INTRODUCTION

The range, magnitude, and the intensity of the problems currently facing parents, educators, and other societal members in preparing young people to become effective, self-fulfilled contributing members of society is well documented.

Among the youth of today, one may find truancy, failure, alienation, drug addiction, unemployability, misunderstanding, illiteracy, ignoracne of the world of work, and unemployment.

Although a number of these difficulties are experienced by all adolescents and youth adults, impediments and decisions related to the achievement of satisfying and meaningful work, are very important to human development.

Morris (1969) summarizes:

> Work has many different meanings for man. The presence or absence of it is perhaps the most important pivot point in a human's life. A man spends his early life preparing for his work, the major section of his life, doing his chosen work, and the last part of his life, retired from his work. (p. 1)

Volumes have been written on many facets of work and its relationship to man. Ginzberg (1951), Maslow (1954), Rowe (1956), Super (1957), Holland (1973) have written of the need for work; the satisfactions obtained from work; the process of choosing a career; the problems associated with indecision and poor choice; and the difficulties experienced from poor or inadequate career planning.

What of work today, however? Do students have career plans? Do young people know what is available in the schools, be it counsellor, career information or resource materials? Are youth apathetic, ignorant or bored by parental, educational and other societal concerns about their future? What is important to young people in making decisions about a particular work? Do females and males differ in their view of careers and career planning? Is the junior high student unique in his views on work? Are educators exerting an effort to assist youth in career decision making and career planning? These are some of the questions that will be discussed in this thesis.

Many illustrations show Canadian youth as having concerns and problems in career planning and careeer decision making. The instructor's manual of Creating a Career (1976) states:

> During high school years, young people are expected to formulate career goals. They are also expected to evidence commitment to these goals by either taking further education and training or by taking an entry level job upon leaving school. Despite such societal expectations though, young people who are not certain about their occupational futures constitute a significant group. (p. i)

Many studies illustrate clearly that need for educators to involve themselve deeply in the area of career guidance or career education.

Authors, among them Rettig (1974), Prediger et al (1974), Hoyt et al (1974), Mangum et al (1975) and Gartley (1978) establish

that a concerted effort is required by schools to assist young people in obtaining satisfying employment. They have shown that not only could schools be playing a leading role in this area but that students and their parents desire such assistance.

The school staff has an important role in preparing students for satisfying employment; employment to which students aspire, and for which they have the ability and aptitude. Cross (1974) summarizes succinctly the need for the schools involvement in the area of career planning and career education by stating:

> Our way of life is based on certain ideals. To deny their importance in designing educational programs is to deny children educational contacts with the heart and soul of their cultural heritage. To exclude these ideals from the goals of the schools is to threaten our very existence. To include them is to grant our children a chance at survival in a world in which human fulfillment can be a reality for all people, regardless of race, religion or social economic status. (1974, p. ix).

1. THE PROBLEM

This study attempted to discuss students' responses to a questionnaire pertaining to career information and career planning.

An attempt was made to discuss the opinion of youth at the grade nine and grade twelve levels in the Edmonton Separate (Catholic) School System. Specifically, this investigation observed the relationship among: grade level of the student; sex of the student; educational program of the student; work experience of the student; the opinions of students regarding career choice; the opinions of students towards influencing factors regarding career decisions; and their opinions regarding career planning.

In addition, this study attempted to evaluate the roles schools are playing in assisting students in their career development. The major hypothesis considered is that student opinion on career choice, career planning, and career information varies due to differences in grade and sex.

11. DEFINITION OF TERMS

To prevent misunderstandings, the following are definitions of key terms that will be referred to throughout this thesis.

"Career" is the totality of work one does in his or her lifetime (Hoyt et al, 1974, pp. 18).

"Career Awareness" is knowledge of the total spectrum of careers.

"Career Decisions" is career direction; a plan for career development.

"Career Development" refers to the total constellation of events, circumstances and experiences of the individual as he makes decisions about himself as a prospective and an actual member of the work force (Hoyt et al, 1974, pp. 136).

"Career Education" is the total effort of public education and the community to help all individuals become familiar with the values of a work oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful and satisfying to each individual (Hoyt et al, 1974, pp. 15).

"Education" is defined as the totality of experiences through which one learns.

"Job" and "Occupation" are broader terms referring to one's primary work role in the world of paid employment (Hoyt et al, 1974, pp. 19; Hoyt, 1975, pp. 155).

"Vocation" is a term that covers subjects such as occupations, jobs, and positions of employment in the occupational world. It is the principle work role of an individual at any given time (Evans et al, 1973, pp. 37).

"Vocational Development" is development which can be identified as related to work (Severinsen, 1973, pp. 44).

"Work is defined as a conscious effort to produce benefits for one's self or for others (Evans et al, 1973, pp. 38).

III. THE NATURE OF OPINION AND ATTITUDE

This study was conducted to determine the opinions of students on career planning, career information and career decisions.

The term "opinion" rather than "attitude" was selected even though differentiating between them is a complex phenomenon, Backstrom and Hursh (1963), and Brosseau (1973). Some confusion and misunderstanding exists between the two terms. Best (1959) states:

> How an individual feels, or what he believes, is his attitude. But it is difficult, if not impossible, to describe and measure attitude. The researcher must depend upon what the individual says as to his beliefs and feelings. This is the area of opinion. Through the use of questions, or by getting an individual's expressed reaction to statements, a sample of his opinion is obtained. From this statement of opinion may be inferred or estimated, his attitude - what he really believes. (p. 155)

Hovland and Rosenberg (1960) agree with Best. They say that opinion is a measurable cognition, distinct from attitude, which is an intervening variable that is difficult to measure. According to Best (1959), there is no sure way of measuring attitude, however the description and measurement of opinion is very much related to the real feeling or attitude of an individual.

Remmers (1954) summarizes succinctly,

> In most measurement of attitudes, we are really measuring opinions. Opinions, therefore are expressed attitudes. (p. 7)

IV. THE SIGNIFICANCE OF THE STUDY

An effort was made to add knowledge and understanding to the available research pertaining to youth and their opinions on career decisions, career planning, and career information.

Many investigations have concluded that a number of variables motivate students to take a career direction and that, in addition, students have preferences as to how they learn about careers. This study will endeavor to yield new evidence in these two major areas, evidence that is current, of a local nature, and should be beneficial to all individuals involved with youth and employment.

Information in this study should benefit school boards in determining programs appropriate for grade nine and grade twelve students. In addition, school boards can obtain information from this study that will be of a factual nature regarding the rather new area of career education and its implications for youth.

The school counsellor should be able to utilize the results to the students' advantage. The counsellor should be interested in the opinions of youth towards their career preferences, and whether schools are assisting students adequately in career planning. As counsellors are frequently the key individuals in a school with respect to career information dissemination, the opinions of grade nine and grade twelve students regarding the accessibility of such information in their schools should be of importance.

The school teacher, the "jack of all trades" in education, should be interested in the opinions of these students regarding

their career goals and whether teachers should be assisting the students in their career development.

School administrators may be interested in how students view the programs offered to them on career planning and career development in general. This information should assist them in planning career programs.

Schools and school jurisdictions throughout Alberta, can obtain further information on youth and their work. This study may assist them in formulating ideas for new curricula and programs.

The business community, the labor community, government agencies, and many other groups in the community at large would find the information in this study interesting and valuable. In particular they would be interested in how students perceive them.

In summary, the information in this study should prove useful to people attempting to understand youth and assisting them in achieving their work goals.

CHAPTER II

REVIEW OF RELATED LITERATURE

In examining the literature now available, one finds a proliferation of ideas, thoughts, and theories pertaining to youth and the entire spectrum of their career development. The writer developed a functional framework centered around five major and related categories: (1) an overview of work, (2) how people view work, (3) factors influencing career development, (4) problems associated with the career development of youth, and (5) opinions of youth with respect to variable important in their career decision making.

I. AN OVERVIEW OF WORK

Work is here to stay ... alas! The co-authors of the book by this title examine and analyze the nature of work in the 1970's. They state:

> Though it (the study) reveals far reaching changes occurring in work and its meaning for individuals, it foresees no end to work, no crisis of discontented workers, and no sweeping 'humanization' of jobs. For those who look forward to eminent revolution or eternal relaxation, work is here to stay ... alas! (Levitan and Johnston, 1973, p. 8)

The nature of the working day, month and year have constantly changed. The role of the worker has changed; the status of work has changed; and the meaning of work has changed. However, the underlying

concept still remains, work is here to stay.

Throughout the history of man, work has been defined, redefined and has held many unique and distinct meanings. The meaning of work and the development and maintenance of the work ethic is complex and vast. Borrow (1974), Hoyt (1975), and Manpower and Immigration (1975) have covered extensively the history of work, beginning with the Greek era, to the rise of Calvanism and through the 1970's. In fact, if we intend to maintain an industrial service based economy and expect to maintain or better our standard of living, work will be necessary and will continue.

II. HOW PEOPLE VIEW WORK

Because it is expected that work will continue to be an integral part of our society, it is important to know how people view it. Do youth and adults have similar opinions on its status, value and components? Is work important to people? What comprises a "good" occupational choice? These are some of the areas discussed in this section.

There is evidence that adults think youth do not want to work. Research suggests that these adults are wrong. The Department of Immigration's report pertaining to Canadian Work Values (1975), showed that the centrality of work in the lives of Canadians was repeatedly affirmed. Work, the report concluded, was named by more respondents than any other option, including family and friends, as being important in achieving one's goal.

The views of the population on the benefits accrued and the value obtained from work vary considerably.

In his research on alienated youth, Keniston (1965), underscored the deep feelings of alienation expressed and experienced by youth. His findings indicate that youth feel work is fruitless; work has unpleasant connotations; work is frequently defined by words such as "hard"; or used in phrases such as "all work and no play". He further suggested that satisfaction from meaningful work was rare for those employed during the 1960's.

Boyd (1970), in his investigation of the graduate's role in society, says students want their lives to be richer, more inwardly rewarding, and more committed than their parent's lives. He quotes one student,

> ... the one thing I don't want to do is to work nine to five, Monday to Friday, for 49 weeks a year and pick up a pension at the end. (p. 10)

This is a major deviation from the feelings of young people after the Second World War, when security played a key role in work selection. Interest in the type of work performed, according to Boyd, is far more important today.

Terkel (1974), interviewed numerous Americans and recorded their views about work. His introduction to this report offers a clear summary of the opinions of those he interviewed.

> This book, being about work, is by its very nature, about violence - to the spirit as well as to the body. It is about ulcers as well as accidents, about shouting matches

> as well as fist fights, about nervous break downs as well as kicking the dog around. It is, above all (or beneath all) about daily humiliations. To survive the day is triumph enough for the walking wounded among the great many of us. (Terkel, 1974, p. viii)

Hoyt (1975) believes that the presence of "worker alienation" can be seen in almost any elementary and junior high classroom. At the elementary level, this alienation takes the form of students who see no valid reason for being in school, no relationships between what they are being asked to learn in school and what they might do with it when they leave, and no relationships between school subjects. Hoyt says a similar situation exists in the secondary school level classroom. There, students in the college preparatory curriculum have the impression that they are being prepared for university, even though many do not know why. He suggests that most students in the general curriculum want a high school diploma, with the feeling that if they do not have one, something "bad" will happen to them. Hoyt also says that students in the vocational curriculum, while apparently enrolled to acquire vocational skills necessary for employment, are not certain that they are receiving the program skills. In addition, Hoyt says that schools offering vocational programs have made students feel like "second class citizens".

Researchers disagree on the reasons that people work. Manpower and Immigration (1975) found that:

> The importance of work in our lives goes well beyond economic survival or the provision of discretionary income. (p. 61)

Levitan and Johnston (1973) disagree. They state:

> Apparently no one works for love unless he already has enough money and most workers are not yet convinced that they are that well off. While greater concern with the quality of work may be developing from the higher education and income levels of most workers, it has not yet reached the stage where it dominates either workers' behavior or their attitudes toward their job. (p. 18)

Although the previous two quotations illustrate differing views as to why people work, Rettig (1974) gives us some hope. Hopefully, and it is illustrated by the literature, there will be some agreement on at least one aspect of what he defines as a "good occupational choice".

> A really good occupational choice would do these things for you: (1) provide you with adequate income, (2) give you security, (3) bring you real pleasure from your daily activities, (4) let you feel like somebody, (5) give you some freedom on the job, (6) give you a chance to grow. (p. 44)

It is evident that divergent views exist on the value, definition and benefits of work. The young, those in the throes of career decision making, and those established and satisfied in their employment, have differing views on work. If these people were asked why they work, what they want from work, and whether they should work, the answers would differ. The reasons for these different opinions, views and ideas stem from a multitude of factors that interplay with a human being to affect his or her career development. These many factors will be discussed in the next unit.

III. FACTORS INFLUENCING CAREER DEVELOPMENT

In making decisions about one's future in the world of work, there are many factors to guide, assist, thwart, or block goal attainment. In this unit, the emphasis will be placed on factors influencing youth, especially at the junior and senior high school level. In addition to delving into career developmental theory, the role of parents, school, peers and community will be researced. An attempt will be made to yield information to help understand the influences, aspirations and perhaps frustrations in the career development of Edmonton youth.

Theories of Career Development

Career counselling flourishes today. This area of counselling has been influenced by a number of career developmental and vocational developmental theories. These theories have provided comprehensive principles concerning the process of career and vocational development and has led to the formulation of testable hypotheses for research. It is the intention of this unit to research briefly theories on the career development of youth.

Eli Ginzberg (1951), (1952) presented a theory of occupational choice that was a first approach to a general theory. He stated that an occupational choice was a process, generally irreversible, and that compromise was an important part of every choice. He viewed the occupational decision as divided into three stages: fantasy, tentative

choice and realistic choice. Super (1953), (1957), in his comprehensive theory of vocational development, believed that vocational development was a process summed up in a series of life stages characterized as those of "growth", "exploration", "establishment", "maintenance", and "decline". In turn, these stages were subdivided. The process of vocational development, he sees, is essentially that of developing and implementing a self-concept.

Ann Rowe (1956), (1957) took a different perspective. She suggested some hypotheses about the relationships between early experience and attitudes, abilities, interests, and other personality factors, which will then affect the ultimate vocational selection of an individual.

John Holland (1959) assumes that at the time of vocational choice, the individual is a product of the interaction of his heredity with cultural and personal forces, which affect his habitual methods of behaving. He then offers a theory in terms of occupational environment and the interaction of the individual with this environment. Other theorists such as Tiedeman (1961), Crites (1969), Zaccaria (1970), and Hoyt (1975), have offered their views on vocational and career development theory.

Breton (1972) was clear in discussing the process of career development in youth:

> The results of these processes depends on the characteristics of the situation in which the adolescent finds himself. His experience in that situation and on the feedback he gets from significant others. At the same time, however, his assessments, evaluation, decisions and action depend to a large degree on the structure of the situation and on the particular set of connective tissues that tie him to it. (p. 384)

This unit has endeavored to illustrate that there have been a number of theorists with hypotheses pertaining to career development. Although major consensus does not occur among the theorists described, there is evidence that the career development of young people involves all aspects of life: social, cultural, psychological, and environmental. In addition, all view career choice, career decision making, and career planning as a major consequence to young people.

Parental Influence

In discussing the career development of young people, parental influence is of major importance. The impact and influence of parents on their children with respect to their occupational choice and career direction has been well researched.

Hollingshead (1949) says that adolescents tend to choose occupations with which they are familiar, because their parents and their parent's friends are in them. Vigod (1973) confirmed the direct relationships between occupational choice and parental occupation. Her study illustrated that girls did not identify as closely with their fathers as boys, which may have been a contributing factor in accounting for discrepancy between the male and female correlations. Hansen (1977) in his investigation of goals of Brazilian youth, concluded that there was great importance in socio-economic origin on the formation of students' aspirations.

Breton (1972) found that parents and members of the school faculty have more impact than friends in the occupational decision

making among boys. With respect to occupational decision making among girls however, friends appeared to have the most influence and parents the least.

It is evident that parental influence does play a role in the occupational choice of young people. The investigations were clear to point out, however, that the influence of mother, father, or both seem to vary with the age and the sex of the child.

School

There is extensive research to illustrate the impact of the role of the school, with its formal organization and philosophy, on career decision making. Research clearly points out that, as education is a provincial concern, the Department of Education plays a key role in establishing career education programs for school systems. This unit will endeavor to illustrate the impact of the school, with its organization, philosophy and curricula, on the career development of youth.

The view of Hoyt, Pinson, Laramore, and Mangum (1973), and Cross (1974), and others, is that one finds the grade two teacher content to ready students for grade three, the grade eight teacher content to ready students for grade nine and the grade twelve teacher content to ready students for university, community college, or technical institutes. In other words, instead of preparing students for something, education simply prepares students for more education. Cicourel and Kitsuse (1963) view the specialization orientation of schools as most difficult for adolescent decision makers. They comment:

> We are concerned .. that the organizational emphasis on talent and the perseverance of narrow specialties virtually ignore the significance of adolescence as a period during which individuals may explore the alternatives of personal style, interest and identity. With the diffusion of specialized educational programs from the graduate schools through colleges into the lower school systems, the adolescent is forced to make decisions and declare choices from a range of alternatives they can hardly be expected to know. (p. 116)

Manpower and Immigration (1975) found that many young respondents to their work ethic survey were unclear about the relationships between school and their subsequent experiences in jobs.

Many theorists view the schools as a key to accurate career decision making. O'Hara (1968) suggested that career development is a process and students are engaged in that process. He stressed that all subject matter in school is either directly or indirectly related to students' career development. Vriend (1969) emphasized the use of classroom activities which closely relate classroom work to vocations. He stated:

> A program which integrates vocationally related knowledge and activities into the total educational experience can positively modify and influence maturity of vocational development. (p. 382)

A report to the Secretary of State by the Committee on Youth (1971) spoke of the need for reform in education to help unemployed youth.

> Their state of increasing frustration points to the need for a full scale evaluation of educational activities in relation to Canadian economic demand and capability. (p. 167)

As well, an indepth report in 1972, on education in Alberta, discussed the general goals of Alberta's educational system. One of the general goals was defined as "career proficiency".

> ... hence, the educational system should encourage differing perspectives about work, both for evaluative and practical purposes. In the evaluative sense, each individual should be given the opportunity of resolving for himself such questions as what work is, its physical and spiritual significance for him, its significance for society and its relation to liesure and recreation. Practical provision should be made for occupational information, career counselling, tryout opportunities and skill development to ensure the right work as one wishes. (p. 48)

For frustrated young people, career education is a key to unlocking the doors to their career development. The concepts that refer to this new and exciting phenomenon, as discussed by Hoyt et al (1974), (1975); Evans et al (1973), and Mangum et al (1975), offer all students the opportunity for meaningful employment. Career education is so important that it has become law in the United States (Hoyt et al, 1974).

In Canada work must be done in career education and its incorporation into our schools. Sankey (1976) stresses that our extended compulsory schooling system has not provided our youth with work skills but has extended their length of dependency. The Honorable B. Cullen (1978) illustrates this point, noting that the average age of Canadian apprentices is 23 years. At 23, young people in many European countries are established journeymen. In addition, he states these same countries are a major source of skilled tradesman for Canada, relegating our apprenticeship programs to the role of a "secondary supply channel".

In summary, the school, its organization, its philosophy, and its programs play a crucial role in the career development of young people. Although there is evidence that career education can play, and should play, an important role in our schools, there is still extensive planning and curriculum development required.

Teacher

Many professionals in the school also play an important role in the career development of young people. In this unit, research on the role of the teacher in career development will be discussed. The research will attempt to show the importance of the teacher in career decision making, career planning, and career development of youth.

Roeber (1965) emphasized the need for teachers to be aware of their role in the career development of students. Unfortunately, Trent and Medsker (1968) cite a report suggesting that teachers lack the intellectualization to stimulate students in directions other than college. Hoyt et al (1974), and Hoyt (1975) suggest that every classroom teacher, of every course and at every grade level, should emphasize the career implications of the subject matter taught.

Mangum et al (1975) give the classroom teacher hundreds of ideas to incorporate the world of work into the academic classroom. This work illustrated clearly that career concepts did not have to be relegated only to the vocational and industrial arts classes.

The Honorable B. Cullen (1978), Minister of the Canadian Employment and Immigration Commission (successor to Canada Manpower and Immigration), in speaking to ministers of education, was clear to show the Federal Government's view towards teachers preparing students for work.

> None the less, there is disturbing evidence that expectations concerning the role of education in preparing young people for the labor market vary considerably. These differences are perhaps most dramatically highlighted in a recent survey conducted in one province among three thousand high school students, teachers and parents. Asked to list what they considered to be the school's most important goals, the students ranked the abilities and skills need for employment as third on their list, while the teachers relegated these to thirty-eighth position. (p. 4)

In summarizing the role of the teacher, with respect to influencing the career development of young people, research shows that the impact and influence of this group is important. The concept of incorporating the world of work in all classrooms has not been widely accepted in Canada. However, research suggests that there is a trend in this direction.

Counsellor

Like the teacher, the school counsellor is a key person in the career decision making of young people. School counsellors have historically played a role in the vocational and career development of young people, however, the research indicates an even more divergent role is forthcoming.

Wrenn (1962) emphasized the key role the counsellor plays in assisting students with career planning, career decision making, and

job placement. In addition, Rose (1965) showed that counsellors can effectively prevent college withdrawal. Trent and Medsker (1968), in their study of 10,000 students, showed that counsellors were often poorly trained "inductees" rather than professionals with graduate training and proven talents for their jobs. In addition, they believe:

> To be effective, counselling must go beyond routine programming of student's courses and the handling of 'problem' cases. This report joins others in urging reexamination, revision and revitalization of the education and training of counsellors and counselling programs. (p. 270)

Prediger et al (1974), in a comprehensive study of the career development of 32,000 grade eight, nine, and eleven students, agree with Trent and Medsker. One conclusion was that counsellors were not providing sufficient help with career planning, either on a one to one basis or through group guidance activities. In fact 56% of the grade eleven students indicated they received little or no help with career planning from counsellors.

Breton (1972), however, arrived at a number of conclusions supporting the counsellor. He found that a student was more likely to be without a career goal if he was unaware of the guidance services available in his school. He concluded that consulting with a counsellor in the school was associated with a lower likelihood of vocational indecision and with a higher educational intention.

Bedville (1976) suggested that most first year high school students would profit from individual or group sessions with counsellors

to discuss career aspirations and personal goals. Cook (1976), however, disagreed with Bedville:

> To expect that every grade nine student will profit from these individual sessions is not 'a realistic expectation'. (p. 13)

G. Sankey (1976) strongly emphasizes that if counsellors continue to give top priority to individual personal counselling, it may lead to the ultimate demise of all counselling in the schools. Harvey (1977) believes that the role of the counsellor must be towards career development. He says that, although helping students find employment was not considered a major part of a counsellor's job in the 1960's today's counsellor must assist students in finding a vocation.

In conclusion, the research suggests that the counsellor play a more important role with respect to career decision making, career planning, and job placement.

Career Information

Research is extensive with respect to the role and influence of career information on the career development of junior and senior high school students. This information, both in written and audio-visual modes, plays a critical role in career developmental stages of young people.

Gonyea (1961), O'Hara (1968), and Isaacason (1971) agree that occupational information has an important place in vocational counselling. Fletcher (1960), Arbuckle (1960), and Paulson (1960)

all gave clear evidence of the needs and benefits of occupational information for grade nine students. Huff (1974) discussed an extensive survey of student's needs and priorities relating to career information in the metropolitan Toronto area. 30% of 3,690 students felt that they did not have access to sufficient career information in their schools, while 36% said they did not receive adequate help at school in making decisions regarding their career.

The proliferation of centres for the distribution of career information is evidence that the public is asking for this information. (Alberta Advanced Education and Manpower, 1968; Landesarbeitsamt Berlin, 1977). Wrenn, Aremenyi, and Fraser (1977) indicate strong evidence to support the claim that occupational information has influence on occupational perceptions.

In summary, the research seems to conclude that career information is of importance to the career development of junior and senior high school students.

Peers

Friends, the peer group so important to the adolescent, are assumed to be important in the career development of young people. Is this the case, and if so, to what extent?

In discussing the role of peers in career development and career decision making of youth, Trent and Medsker (1968) found friends to be a source of "help" in frequency only after family, academic teachers, and counsellors. Breton (1972) verified this conclusion among boys; however, with respect to vocational decisions

of girls, friends appeared to be the most important and parents the least. The evidence with respect to the influence of peers on the career development of youth is unclear. Studies seem to show, however, that if the peer group were to have influence on the career decision making of males or females, the influence would be greater on females.

Community

It is an assumption that the involvement of members of the business community, the labor community, and government community at the local, provincial, and federal levels, plays an important role in assisting or hindering student involvement in the world of work.

Breton (1972) found three variables related to community conditions that were associated with vocational decisons, the level of educational intentions, and occupational preferences on students. They were the province, size of community of residence, and presence in that community of a post-secondary institution.

Bedville (1976) comments that:

> ... that there be more involvement with the community during secondary school life ... to bring reality into the classroom. (p. 8)

(a) Work Experience - Work Study Programs

Breton (1972), Evans et al (1973), Levitan and Johnston (1973), Paproski (1976), and Fitzsimmons and Cruise (1977) have illustrated the positive effects of direct, first hand experience for students enrolled in school.

Bedville (1976), in talking of work experience, believes:

> ... it is essential that care be taken to provide work experience opportunities in a real setting, where employers expectations are encountered, where skills are learned and where students develop more awareness of the relevancy of school work to their future. (p. 8)

(b) Business - Industry

Chambers of Commerce (1973, 1975) have emphasized extensive involvement of the business community in areas such as field trips, work experience, utilization of occupational resource persons from the business - industry - labor community, and the concept of using retired workers as resource persons in the schools. The importance of the business-industry community with respect to youth is regarded as important in the full understanding of the operation of our economy. The utilization of the business-industry community, through interviews, visitations to businesses, and career days, has become widely accepted as an influential segment of the career development of young people.

(c) Government

The Canadian Employment and Immigration Commission is involved directly with youth in a number of areas, from job placement to career counselling. A report by the Secretary of State (1971) was not very flattering with respect to the views of young people towards what was then called Manpower and Immigration.

> The very poor response to Canada Manpower assistance continues as it has over the years and really is a condemnation of Manpower and Immigration's poor methods of assisting young people in their occupational aspirations. In

> 1971 a detailed report issued through the federal Secretary of State's department dealing with youth states clearly: 'As in most other provinces, Alberta youth are very critical of Manpower for its lack of counselling services, excessive red tape and superficial treatment of people and problems in their search for work, be it either a source of income or a relevant career, they rely heavily on Manpower as the *representative* of the labor market; and are usually disappointed. (p. 54)

To alter this view, in recent years the Commission has developed new programs geared to young people and their career development. An interactive computerized career exploration system entitled "CHOICES" has been devised and is now being field tested in some provinces (Jarvis, 1978). Other directions include: Manpower forecasting manuals, a school curriculum entitled "Creating a Career", new career information called "Careers Canada", and new programs to assist unemployable youth called "Jet Program". At the provincial level, in addition to the Career Centres throughout Alberta, programs such as junior forest rangers and forest warden programs, hire-a-student programs, and summer temporary employment programs exist to permit students to experience and test some of their career choices over the summer months.

In concluding the unit relating to the research of factors influencing career development, the research has shown that the young person of today wants all those in his environment to assist him, or her, in his career development. Although theories of career development may have divergent views with respect to youth in Canada and how their career choice evolves, the research is clear on one point, that the

experiences of childhood and adolescence are important in career selection. As youth mature, parents, the school, teachers, counsellors, career information, peers, and other community members such as business and government influence career choice and career development.

IV. DIFFICULTIES FACING YOUTH IN CAREER DEVELOPMENT

In Canada toady, young people are faced with certain difficulties unique to their group that may thwart their attainment of the "right" job. If they were to accept all or part of Rettig's (1974) definition of a "good occupational choice", and if they persevered in seeking employment, are they guaranteed the employment they desire?

In this unit, research pertaining to junior and senior high school students and what they may face in striving for their goal will be discussed. Perhaps they will be successful; however, if not, what barriers, hurdles, frustrations, and disappointments will prevent them from attaining their goal?

The questions of how age, adolescence, inadequate education and the status of the labor market with its high unemployment will be researched. In addition, the students' sex and his or her possible mental, physical, and social handicaps will be investigated with respect to their effect on career development.

Age

Students and other young people have given a multitude of reasons for wanting to work and selecting the work they do. (Burton, 1972;

Hoyt, 1975) Unfortunately, the young person's age has been established as a major problem in reaching an occupational goal.

Manpower and Immigration (1975) reported that 27% of the students in their study, compared to 17% of employed youth, said that not knowing what kind of job they wanted was a problem they had had, or experienced, when looking for a job. A quote from the instructor's manual of Creating a Career (1976) illustrates some concerns and difficulties young people in Canada have in their career development.

> During high school years, young people are expected to formulate career goals. They are also expected to evidence commitment to these goals by either taking further education or training or by taking an entry level job upon leaving school. Despite such societal expectations though, young people who are not certain about their occupational futures constitute a significant group. (p. i)

Trent and Medsker (1968) found that high school graduates entering the world of work had little understanding of it and often had too little preparation.

> In many ways the high school graduates appear to make their choices out of predisposition rather than reason contemplation. They seem to enter adulthood with a prefabricated outlook, limited in view and passive in nature. They accepted what was available for security and satisfaction of basic needs, but were not actively open to gaining greater awareness of the world, testing it, or becoming committed or involved in it. The theories assume a degree of self-understanding, a spirit of inquiry, logical testing and freedom of choice; in reality they seem to be restricted by prior environmental experience, ability, lack of introspective qualities and available opportunity. (p. 266)

It is rather clear that the age of the young individual seeking employment contributes to his experience, to his ignorance of the world of work, and to his inability to make satisfying occupational choices.

Adolescence

In investigating the career development of junior and senior high school students, one is faced with the reality that these students are in the adolescent stage of life, a stage complicated by many facets. This unit will endeavor to characterize the adolescent as he progresses to adulthood. The unit will attempt to survey the research pertaining to this stage of human development as a complicating factor in career development.

Cook (1976) postulates that, even if many types of career programs are initiated, participation may not be significantly evident. The fact that the student does not show interest may be due to the:

> Phenomena known as adolescence. It is for many a time of great confusion in physical, mental and emotional development.
>
> ... with little experience until now either at home or at school in making decisions and assuming responsibility from these, the adolescent is suddenly asked to make decisions which will affect a significant part of his future life. It is not much wonder that without the knowledge of how to make a decision, many choose not to decide rather than to make a mistake. (p. 12)

E. Matthews (1976) concurs, and believes that the link between the adolescent experience and adult vocational life for many

students is vague and unreal. The author believes that the pressing immediacy of family and peer relationships is a central preoccupation that overshadows other portions of life. Thompson (1960), in investigating developmental needs of the junior high school student, reported that grade nine boys exhibit a fairly wide range of vocational development.

Some, he said, were ready for work having already sampled work activities; some were thinking about long term plans, but most were thinking about education rather than vocation. Many researchers, Schmidt and Rothney (1955); Super (1961) among them, gave convincing evidence on the instability of expressed vocational preferences from one school year to the next.

Schmidt and Rothney (1955) found this instability to continue into the first year out of school. Super (1961), from his study, concluded that the consistency and wisdom of a grade nine boy's vocational preference lacked validity. Super does suggest, however, that despite the instability of the vocational preferences in early adolescents, it is important to examine their psychological significance. McArthur, Stevens, and Lucia (1955) concluded from a 14 year follow-up of expressed interests, that these expressed vocational preferences had considerable predictive value for adult occupations.

With respect to occupational aspirations of adolescents, Fricke (1950) confirmed the popularly held belief that students are not very realistic and that their level of aspiration is too high.

In summarizing this unit on adolescence, the research seems to conclude that there is little validity between career preference

and aspirations by young persons. Interests are related to the educational aspect of life. However, Davis et al (1962) gave strong evidence that the student, at this age, is not just "fantasizing" about the future. He reported 60% of his subjects made tentative decisions based upon their capacities, interests, and values.

Inadequate Education

In Canada today, the education of our students has been questioned. In this unit, an attempt will be made to survey some views pertaining to the inadequacies of the education of our youth.

Many have reported on the inadequacies and misdirection of todays schools: Hoyt et al (1973, 1974); Hoyt and Habler (1974); Hoyt (1975 and 1975); Evans et al (1973); the Chamber of Commerce of the United States (1975); and other investigators.

Drop-out rates continue to increase at the secondary and post secondary school level. This early departure from school results in students who are unable to cope with the complexity of our modern, dynamic, service economy and advanced technological society.

In Canada today, a small percentage of the secondary school population receives some kind of specific occupational training, yet the majority of our young people never graduate from post secondary institutions.

The Chamber of Commerce of the United States (1975) showed that, in 1973, 76% of secondary school students were enrolled in a course of study that had, as its main emphasis, preparation for college, even though only two of ten jobs between now and 1980 will require a

college degree. In other words eight of ten students were receiving an education that would benefit only two of ten students.

Manpower and Immigration (1975), in its extensive work pertaining to Canadian work values, indicated that young people frequently cited lack of education or training as problems in getting jobs. In addition, a similar number citing lack of education, indicated that lack of specific skills thwarted their chances of obtaining employment.

In summary, the research has shown some facts that our educational structure has offered many students insufficient skills and understanding of the world of work. To attain one's career goal, there is a necessity for adequate education, understanding oneself, and understanding the world of work. There seems to be some misdirection, in one or all of these areas, on behalf of educators, which results in increased difficulties by the student in finding that "right" job.

Unemployment

Recently, the high esteem for schools appears to be in jeopardy. Large numbers of high school and university graduates, as well as recipients of master's and doctoral degrees are unemployed. Everyone - students, parents, employers, and policy makers - each with his or her personal interest is asking why.

London Life (1972), in its investigation of "the job" in Canada, talked of the plight facing many graduates.

> Canada produces 1800 Ph.D.'s per year but provides only 850 jobs for them. We produce proportionately more Ph.D.'s than either Great Britain or the United States at a cost done in one estimate, that approached $140,000 tax dollars per graduate. But we have fewer labs and less money to spend on research so that at a time when a student wants to start giving to society instead of taking, he is often trapped in a cycle of perpetual education. (p. 8)

The Financial Post (1977), in a special report on the job market of the future, concluded that the traditional correlation between education and employment is weakening and clearly the pressures on the job market are not likely to ease. In addition, it states:

> It's unnerving not just for graduates but for a society that spends eight percent of its gross national product on education - high by international standards - to find that its economy does not have the momentum necessary to harness these new skills. (p. 1)

Speers and Tkach (1976) indicate that the unemployment rate of young people in Canada is considerably two or three times that of adult unemployment. They state that youth represents the largest group of clients in Canada Manpower Centres - approximately 50% of all registered clients. In 1974, youth accounted for 50% of the unemployed in Canada even though they represented only 25% of the labor force.

In summary, one can expect the unemployment rate for the youth of Canada (15 to 24 years) to continue. Although finding employment will be a difficult task, new trends and new jobs give hope for the future. The research is clear that facts pertaining to certain occupational areas should be communicated clearly to students.

Sex

Despite International Women's Year in 1975, women continue to have difficulties obtaining equality in work. This unit will discuss the research pertaining to the barriers of sex with respect to job attainment. The emphasis will be on the female.

Olive (1973) found that, although the groups of male and female adolescents she tested show no significant difference in their general intellectual ability, females, as a group, chose significantly higher social class status occupations than did the comparable group of males.

Nixon et al (1972), in their study of prediction of post high school destinations, concluded that females in a high school setting have perhaps undervalued their academic potential. Fortner (1970) reported that vocational counselling of girls should differ from that of boys. Mathews (1976), also in discussing counselling, reported that if counsellors view their female clients as passive, dependent, and directionless, a specific group of vocational counselling procedures would be adopted. On the other hand, if girls are viewed by counsellors as potentially capable of strong, independent, and complex decisions and responsibilities, an entirely different set of procedures would be in order.

The Alberta Wage Rate Survey (1975), and Shack's (1977) indepth study of women in business, illustrate the difficulties faced by women in the world of work. Discrepancies in wage rates, inaccessibility to certain occupations, and the stereotyped belief of women's role in the world illustrate their dilemma. It is

interesting to note that Manpower and Immigration's report pertaining to Canadian work values (1975) concluded that:

> Canadians generally still believe that a 'woman's place is in the home'. Almost 60% of all men and women stated they felt this way. It is also apparent, however, that this traditional attitude toward women is considerably less prevalent among the higher educated and the more youthful segments of the population. (p. 51)

This study also found that women were reluctant to make long term commitments to work and that they were less inclined to rely on work for success, personal fulfillment, or as a way of attaining the most important goals in life. While men frequently cited that factors for working are associated with the provision of income, a large proportion of women cited reasons such as extra money, keeping busy, and the status and prestige attached to salaried employment.

The research indicates inequities in women attaining their career goals. Discrepancies in salary, and position, are still evident today, however to a lesser extent than in the past.

Physical, Mental and Social Handicaps

Another complicating factor is the presence of physical, mental, or social handicaps.

Research is clear in pointing out that in order to obtain satisfying employment for those who are in possession of one or more of these handicaps, the occupational choice is narrowed. There is strong evidence that work can, and should be, a goal of this individual. Gleason (1968), Rober (1968), Brolin (1976), and Lucas

(1978) all show many reasons why these handicapped individuals should remain confident.

Summary of Research of Difficulties Facing Youth in Career Development

This section of the thesis has illustrated research pertaining to barriers that are thrust before young people that may, and do, prevent them from attaining their career goal. It is evident from the research that the junior and senior high school student is more often than not typified by instability, unrealistic expectations and aspirations, and inexperience with respect to career choice. On the career developmental ladder, these young people do face difficulties, however, the majority surmount these barriers. This section illustrated that school and society should play a greater role in assisting young people to gain meaningful employment. For some of these students, introducing knowledge of the world of work at the high school level is too little, too late. More school involvement, improved and expanded counselling, and more career education would assist these students.

V. VARIABLES IMPORTANT TO YOUTH CAREER DECISION MAKING

Why does a young person select an occupation? What influences his decision? These questions have been the subject of much research and, in this unit, the writer will illustrate the multitude of factors and variables students have given as important, or not important, in their career decision making. Some aspects of this unit have been discussed in previous sections of the thesis and will not be repeated.

In investigating what factors junior and senior high school students considered important in a career, Fleege and Malone (1956), Powell and Bloom (1962), and Huff (1974) illustrated many factors which played a significant role in their choice. Although the list of factors is lengthy, they deserve mention: financial reward, need for security, duties to be performed, working conditions, ability to do the job, knowledge of the job, opportunity for a personal advancement, social prestige, friendliness, travel and excitement, need for education, benefit others, interest in work, satisfaction, happiness, self-fulfillment, enjoyment, self-actualization, personality characteristics, location, mobility, future trends in the area, work with people, opportunity to contribute to society, what parents would like you to do, and aptitude for the work. In rating the importance of these facts in making a career decision, student opinions vary with age, grade and sex of the respondent.

Ezell and Tate (1955), in addition to finding a lack of intelligent plans in grade nine students, found the reasons given most often, by both boys and girls, for their career choice was its "appeal", or that they expected to "enjoy" it. Other factors reported as important were individual suitability, salary, and prestige.

Fleege and Malone (1946), in their study of 533 students from grade seven to twelve, concluded that from grade to grade, there was little change in motivation for selecting a career. They found that most people listed the following variables as influences on their career decision: (1) interest in work; (2) opportunity to help mankind; (3) opportunity for personal advancement; and (4) aptitude

for the work. Both males and females ranked these four variables as the most important; however, the females rated "opportunity to help mankind" as their second most important choice while the males said that "opportunities for personal advancement" should be of second most importance. "Interest in the work" was the prime motivator.

Powell and Bloom (1962), in researching the opinions of 929 grade ten and grade twleve students, found that the reasons students preferred a certain specific vocational area were based on: (1) interest in work; (2) offers of security; (3) interest in people; and (4) service to others. Although "interest in the work" was by far the most important factor for both male and females, there were discrepancies on the second, third, and fourth choices. Other interesting findings from their study concluded that "interest in people" changed from 1.3% of the total in grade ten to 5.7% of the total in grade twleve. They attributed this movement, although not significant, to an increase in social consciousness. They reported that there was a significant difference between grade eleven and twelve boys in "giving service to others" and that "desire for financial security" shows a significant decrease with age.

In analyzing what factors students considered important to any career, both girls and boys listed: (1) enjoyment and (2) financial reward, as the two most important reasons. The importance placed on security decreased significantly for boys from grade ten to grade twelve.

Powell and Bloom also found that working conditions are more important to grade ten boys than grade twelve boys while a true interest in the work received significantly greater emphasis with the grade twleve boys than grade ten boys. With increase of age, girls tend to place more emphasis on the degree of happiness and enjoyment they could obtain from their work. It was also concluded that the desire for prestige and/or "avorous" for material possessions are not recognized as important by this population.

Manpower and Immigration (1975) reported that young people were less inclined to feel "right" for the job and more inclined to feel over qualified. Some stressed the need for extrinsic rewards such as money, prestige, and status while just as many scored the need to obtain self-fulfillment and intrinsic rewards.

Woodsworth (1976) cautions that, although self-fulfillment (or self-actualization) are considered popular terms in career counselling:

> This existential creed has, in my opinion produced some unrealistic emphasis in counselling ... It is assumed that people who do not become 'self-fulfilled' lead empty lives or, at least lives with a great sense of incompleteness. This striving for the development of the 'real me' simply creates unrealistic expectations - expectations that are already exacerbated in adolescence by the idealism of this period. (p. 5)

McSweeney (1973), interestingly, concluded that occupational choice and student values are related. Adolescents, he showed, who were "traditional-oriented" on his "values inventory" tended also to be that way in the practical situation of choosing an

occupation. "Emergent-oriented" adolescents characterized by their values in a state of flux and living for the here and now, displayed emergent values in their occupational choices. There is evidence, he concluded, of a translation into practice of theoretical held values.

There are numerous studies on the impact of factors that assist students to learn about careers. In deciding on what, or who, influences the young person in career decision making, students have expressed various opinions. Isaacson (1973); Huff (1974); and Hoyt et al (1974) are only three researchers that have given an extensive list of a number of influencing factors.

Some of these influences are listed as follows: practical experience, visits to work situations, career information, teachers, friends, parents, counsellor, audio-visual aids, work experience programs, observation, discussions with workers, reading about the career, Canada Manpower Centre, career education courses, and holding seminars with resource people from the community. The importance of all of these variables have been discussed previously in this thesis. Conclusions regarding their value, with respect to the career development of young peole, are mixed. There does seem to be a realization and an acceptance, however, that of all the variables just mentioned, at least one, and possibly more, plays a role in assisting the making of a career decision. Another study by Powell and Bloom (1962) adds some additional research. In asking students who had

influenced their selection of a vocation, the majority of high school students did not acknowledge that anyone influenced them and said that it was their own decision. In addition, in discussing the value of a school counsellor with respect to assisting students in career decisions, over 40% of those students meeting with the counsellor, found the counsellor of no help and over 10% indicated the counsellor was a little help.

VI. HYPOTHESES

By testing the following hypotheses, the writer attempted to show relationships among career decisions, career planning, and career information of grade nine and grade twelve students.

Hypothesis I (Grade and Method Students Learn About Careers)

There is no significant difference between grade nine and grade twelve students in the method by which the student learns about different careers.

Hypothesis II (Sex and Method Students Learn About Careers)

There is no significant difference between the rating of male and female students of the method by which the student learns about different careers.

Hypothesis III (Grade and Reasons for Career Decision)

There is no significant difference between grade nine and grade twelve students in the rating of important reasons for making a career decision.

Hypothesis IV (Sex and Reasons for Career Decision)

There is no significant difference between the rating by male and female students of the important reasons for making a career decision.

Hypothesis V (Grade and Specificity of Career Plans)

No specific career plans are evident for grade nine and grade twelve students.

Hypothesis VI (Grade and Accessibility to Sufficient Career Information)

There is no significant difference between grade nine and grade twelve students' opinions that they have access to sufficient career information in their schools.

Hypothesis VII (Grade and Adequacy of School Help in Career Planning)

There is no significant difference between grade nine and grade twelve students' opinions that they receive adequate help in school in making decisions about their career plans.

Hypothesis VIII (Grade and Knowledge of Presence of Counsellor)

No knowledge of counsellors' presence in the school is evident by grade nine and grade twelve students.

Hypothesis IX (Grade and Experience of Paid Employment)

There is no significant difference between grade nine and grade twelve students in whether they have experienced paid employment for at least a two month period.

Hypothesis X (Sex and Experience of Paid Employment)

There is no significant difference between the numbers of male and female students who have experienced paid employment for at least

a two month period.

Hypothesis XI (School Program and Accessibility to Career Information)

There is no significant difference between the program in which a high school student is registered and student opinion of accessibility to sufficient career information.

Hypothesis XII (Sex and Post-Secondary School Intentions)

An additional question to be investigated will be whether, after leaving high school, more male students intend on entering post-seondary institutions or community colleges, such as university, technical institutions, or community colleges, than do female students.

CHAPTER III

METHOD AND EXPERIMENTAL DESIGN

1. The Data-Gathering Instrument

History of the Instrument

In the spring of 1974, a survey, utilizing a questionnaire, was conducted in a North York, Ontario secondary school to determine needs and priorities regarding career information (Wright, 1974). Copies of the results of the report were distributed to guidance coordinators across metropolitan Toronto, with a proposal that the survey be expanded to obtain data from a wider sample. The original questionnaire was revised by Huff and Wright (1974). The final questionnaire (Appendix A) was simplified and proved more applicable to different types of schools. This questionnaire was then distributed to 46 metropolitan Toronto secondary schools and administered to 3,960 students.

Description of Instrument

The quesionnaire used for this study was the same, in most aspects, to that administered by Huff and Wright (1974).

One deletion from the Ontario questionnaire was "age" as the major interest in the present study was grade and sex. Whereas Huff and Wright administered their instrument to grade nine through thirteen, this study used responses from only grade nine and grade twelve students. The Ontario survey asked students to check whether their courses were at the "advanced" or "general" level. As these

terms are inappropriate in Alberta, they were replaced with four programs students were presently enrolled at the high school level.

An additional choice was added to the section dealing with specific intentions after leaving high school. That addition is "go to a technical school".

Question 3 from Huff and Wright's questionnaire (Appendix A, page 3) was altered in one area only. After consultation with members of the Faculty of Education, University of Alberta, "satisfaction of personal needs, e.g. self-fulfillment, goals, values" was altered to read "personal satisfaction (self-fulfillment)" (Appendix B, page 3). An open-ended question, requiring written views regarding the reception of adequate help in school with career planning, was removed.

Two questions were added to obtain additional information from the Edmonton Separate School sample. One involved students' experience with paid employment; the other the students' knowledge of the presence of a counsellor in the school.

The questionnaire was reproduced on white bond paper of standard size. For all items except question 2 on page 2, responses were made by circling a number corresponding to one's answer. (Appendix B)

Data to be Gathered from the Questionnaire

The data-gathering instrument was comprised of a number of

questions: (Appendix B)

1. Background Information

These questions sought the following data regarding the student's background.

a. Grade presently enrolled.

b. Sex.

c. The educational program in which the high school student was registered.

d. The student's paid employment experience.

2. Student Intentions

a. Student intentions after leaving high school with respect to post-secondary institution or work.

b. The degree to which the student had made career plans.

3. The Opinions of How the Student Learned About Different Careers.

4. Student Opinion on What Aspects Are Important in Making a Career Decision.

5. Student Opinion on Accessibility of Sufficient Careeer Information in Their School.

6. Student Opinion on Adequacy of Help in the School for Making Decisions About Careers.

7. Student Opinion As to Whether There is a Counsellor in Their School.

Explanation of Questions Posed on the Questionnaire

An explanation of each question is presented below.

The four "background variables" served as the basis for the analysis of other questions regarding career planning, career decisions, and career information.

1. Grade

   The inclusion of this dichotomously subdivided variable was for the purpose of determining whether differences in opinion could be attributed to grade differences.

2. Sex

   The inclusion of this dichotomously subdivided variable was for the purpose of determining whether differences in opinion could be attached to sex differences.

3. The Educational Program in Which the High School Student was Registered

   This variable was subdivided on the basis of what program the student was presently taking in June of 1977. The divisions were: academic, general-business, vocational-technical, and special education. This variable was included due to the hypothesis that the program in which the student was registered may affect career planning, career decision making, and his views on career information.

4. Student Paid Employment Record

   This dichotomously subdivided variable was included

to determine whether differences in opinion could be attributed to having had or not having had a two month paid work experience.

5. Intentions

In order to evaluate the opinions of the sample with respect to future career plans, the student was asked to indicate his immediate plans after leaving high school. In addition, he was asked whether he had specific career plans.

6. Learning About Different Careers

This section was included to determine how the student learned about different careers. Sixteen methods were included from Huff and Wright's (1974) questionnaire. The student was asked to select the methods he would choose; first choice by placing a "1" in a box opposite, a "2" in a box opposite his second choice, and follow this procedure to his fifth choice.

7. Factors Important When Making a Career Decision

The respondents were instructed to rate the intensity of importance of each of thirteen items by circling a number 1 to 5, corresponding to five choices of responses: "very low", "fairly low", "medium", "fairly high", or "very high".

The five response, Likert type scale, was chosen to give the investigator an opportunity to infer favorable or

unfavorable reactions, and at the same time provide the respondents with some leeway in responding to the item.

8. Accessibility of Career Information in Schools

Important to the career decision making of any person is the information available regarding the world of work. The student was asked to respond, positively or negatively, whether he had access to sufficient career information in the school.

9. Adequacy of Help in the School in Making Career Plans

Involvement of teachers, counsellors, librarians, and other staff members to give assistance in planning for one's future is important. Critical to the assessment of programs offered at schools is the student's opinion of adequacies of programs or assistance available.

10. Is there a Counsellor in your School?

The role and function of the counsellor with respect to career planning of youth has been discussed widely. The student was asked to respond to whether a counsellor was a member of the school staff. An evaluation of this question would prove beneficial in understanding the student's response to other questions in the questionnaire.

Validity and Reliability of Instrument

Oppenhiem pointed out that:

> The problem of validity remains one of the most difficult in social research and one to which an adequate solution is not yet in sight. (1966, p. 78)

In this study, the content validity of the questionnaire was sought through the submission of the instrument to counsellors, graduate students, doctoral graduates in psychology and educational psychology, research design specialists, and members of the Faculty of Education at the University of Alberta. Their critical comments and suggestions were incorporated in the final version of the questionnaire.

Although there is some room for doubt with respect to the area of reliability of survey questionnaires in general, it was believed that such a procedure would result in useful information for analysis. Since there was a major factor of time to be considered a test-retest of reliability could not be conducted.

Instrument Pre-Test

As a minimal number of alterations were made on Huff and Wright's questionnaire (1974), a pretest was considered unnecessary.

From written communication with the authors and administrators of the instrument (Appendix C and D), and phone conversations, it was determined that the instrument was satisfactory for their population.

After re-examining the questionnaire, submitting it to members of the Departments of Educational Research and Educational Psychology from the University

of Alberta, it was concluded that, with the exception of a few changes, it would be directly applicable to the intended Edmonton sample.

II. POPULATION AND SAMPLE

The students participating in this study were grade nine and grade twelve students attending school in the Edmonton Separate School System. Of 2,522 grade nine students registered in 31 junior high schools, 275 were selected randomly. Each of the 2,522 students were numbered and then 275 nonrepetitive numbers were generated by computer to yield the sample.

In addition, 275 students at the grade twelve level, from a total of 1,920 in eight high schools, were randomly selected, utilizing the same procedure.

III. PROJECT APPROVAL

Approval for distribution of the questionnaire to the selected students was required from the administrative personnel of the Edmonton Separate School District (Appendix E).

IV. DISTRIBUTION AND COLLECTION OF QUESTIONNAIRE

In 32 situations, the questionnaire was administered and collected by the investigator between June 13 and June 30, 1977.

In 7 schools, the investigator requested, and received, the assistance of either the counsellor or the school administrator to administer and collect the questionnaires. Instructions were written at the top of the questionnaire and students were informed the data would be kept confidential.

V. STATISTICAL TECHNIQUE

The Hotelling T^2, a multivariate technique, was determined to be appropriate for hypothesis 1 to 4, since it attempted to analyze the differences between the two groups in terms of several variables considered simultaneously. The basic assumption underlying the analysis was that the data followed a normal distribution. However, this test is assumed to be fairly robust with respect to slight deviations from normal distribution as well. The statistic denoted as Hotelling T^2, tests the significance of difference between the centroids of two independent samples.

Since the data obtained by the questionnaire were qualitative in nature, the remaining hypotheses were analyzed utilizing the Chi-square test of independence to determine whether significant differences of opinions or responses existed on the basis of each of the variables considered.

For the purpose of this investigation, the .05 level of significance was selected. The exact assorted probabilities of Chi-square are reported in the tables in the Appendix.

CHAPTER IV

EXPERIMENTAL RESULTS

Hypothesis I (Grade and Method Students Learn About Careers)

There is no significant difference between grade nine and grade twelve students in the method by which the student learns about different careers.

Hypothesis I determined whether there were significant difference, between grade nine and grade twelve students, with respect to what they regarded as the methods utilized to learn about careers.

As Table 1 indicates, there seems to be general agreement between grade nine and grade twelve students on what methods they utilized in learning about careers.

Table I

A Listing of the Six Most Popular Methods Grade Nine and Grade Twelve Students Learn About Different Careers

Method	Percentage of Grade 9 Students Choosing This As 1st, 2nd, 3rd, 4th or 5th Method	Percentage of Grade 12 Students Choosing This As 1st, 2nd, 3rd, 4th or 5th Method
1. Obtaining practical experience on the job itself	66.5	69.0
2. Talking to various people employed in different fields	62.9	69.0
3. Observing someone who is employed in the field	61.4	63.7
4. Reading about the career	49.3	53.1
5. Being involved in a Work Study or Work Experience Program	49.2	44.7
6. Talking to a guidance counsellor	37.7	42.0

As Table 1 indicates, both grade nine and grade twelve students selected "obtaining practical experience on the job" as the best method in learning about a career. Although there were differences in the percentages recorded, of the 16 methods students learn about careers, both grade nine and grade twelve students chose the same 6 as their most popular method.

It is interesting to note (Appendix F) that there is concurrence on methods students would, in all probability, not choose. Participating in seminars with resource people from the community, going to Canada Manpower or a similar agency, having informal class sessions, and talking to parents, relatives, friends, or teachers ranked lowest.

Utilizing the Hotelling T^2 test, Table 2 illustrates the comparison of sixteen variables by grade nine and grade twelve students as to the method used to learn about careers.

Table 2

Comparison of Sixteen Variables By Grade of Students As to the Method They Learned About Careers

Number of Grade 9 Respondents	236
Number of Grade 12 Respondents	226
Number of Multiple Comparisons	16
$T^2 = 17.538$	
$p = .391$	

The results show no overall difference among several sample centroids as to how grade nine or grade twelve students obtain

career information. To conclude there is no significant difference between the grade the student is presently registered in and the method by which the student learns about different careers.

Hypothesis II (Sex and Methods Students Learn About Careers)

There is no significant difference between the rating of male and female students of the method by which the student learns about different careers.

The hypothesis attempted to determine male-female differences which may exist in the method by which career information was obtained.

223 males and 239 females were surveyed regarding their opinion on methods used to learn about different careers.

Table 3

A Listing of the Five Most Popular Methods Males and Females Learn About Different Careers

Methods Students Learn About Different Careers	Percentage of Males Choosing This As 1st, 2nd, 3rd, 4th or 5th Method	Percentage of Females Choosing This As 1st, 2nd, 3rd, 4th or 5th Method
Obtaining experience on the job	65.9	69.5
Talking to people in different fields	64.6	66.9
Observing someone employed in the field	60.5	64.4
Reading about the career	51.1	50.2
Being involved in Work Study or Work Experience	42.2	51.5

In scanning Table 3 or Appendix G it is apparent that the opinions of males and females on the methods they use to learn about careers, are very similar.

As Table 3 illustrates, of the sixteen methods listed, the same five were regarded as most popular by both male and female.

Obtaining experience on the job; talking to people in different fields and observing someone employed in the field are ranked 1, 2, and 3 respectively by both male and female. The only disagreement evident in the five most common methods occurred with Work Experience and Work Study programs. Ninety four males (Appendix G) or 42.2% stated that Work Experience or Work Study programs are a method they would use to learn about careers. 123 females or 51.5% regarded these programs as important.

Going to Canada Manpower or similar agency, having informal class discussions, and participating in seminars with resource people from the community were ranked as 14th, 15th and 16th by the male students. The most unpopular methods selected by females were, talking to friends, going to Canada Manpower or similar agency, and participating in seminars with resource people from the community.

Statistical analysis utilizing the Hotelling T^2 test was performed with the results documented in Table 4.

Table 4

Comparison of 16 Variables By Male and Female Students As to the Methods They Learned About Careers

Number of Male Respondents	223
Number of Female Respondents	239
Number of Multiple Comparisons	16
$T^2 = 15.004$	
$p = .561$	

In the analysis of opinions of male and female students regarding all 16 methods they learn about careers, no significant differences were recorded.

Hypothesis III (Grade and Reasons for Career Decisions)

There is no significant difference between grade nine and grade twelve students in the rating of important reasons for making a career decision.

It was hypothesized that the grade in which a student was registered, example grade nine or grade twelve, would affect the rating of the important reasons for making a career decision.

The students were asked to rate thirteen factors that may be of importance when making a career decision. Each student was asked to rate each factor on a 5 point scale from "very low importance" to "very high importance". 236 grade nine students and 226 grade twelve students were administered the questionnaire.

Table 5 shows, in percentage, the top five reasons which were chosen of "very high importance" by grade nine and grade twelve students.

Table 5

Numbers, in Percentage, of Grade 9 and Grade 12 Students Ranking the Top Five "Very High" Important Reasons for Making a Career Decision

Reasons for Making a Career Decision	Percentage Grade 9	Percentage Grade 12
Interests	70.8	74.3
Personal satisfaction (self-fulfillment)	70.3	80.5
Educational requirements	54.7	38.9
Job opportunities in the field	35.6	36.3
Working environment (conditions and surroundings)	33.1	33.6
Future trends in that area	27.1	44.7

Grade nine students give the following reasons for making a career decision: "interest", "personal satisfaction (self-fulfillment)", "educational requirements", "job opportunities in the field", and "working environment". Although grade twelve students gave importance to "interests" as well, they rated it second to "personal satisfaction" or "self-fulfillment". Their third choice is "future trends" in the specific area of their choice, an area ranked sixth by grade nine students. Grade twelve fourth and fifth choices were "educational requirements" and "job opportunities in the field".

It is interesting to analyze Appendix H more thoroughly and note the numbers the students ranking reasons for making a career decision as "fairly high" and "very high". Table 6 illustrates the differences betwen grade nine and grade twelve students.

Table 6

Sum of Numbers, in Percentage, of Grade 9 and Grade 12 Students Ranking the Top 5 "Fairly High" and "Very High" Important Reasons for Making A Career Decision

Reasons for Making a Career Decision	Percentage Grade 9	Percentage Grade 12
Interests	92.0	94.7
Personal satisfaction (self-fulfillment)	89.4	97.8
Educational requirements	84.8	78.3
Job opportunities in the field	78.4	86.7
Future trends in that area	71.2	80.1

97.8% of grade twelve students said that "personal satisfaction" or "self-fulfillment" was the reason they would make a particular career decision. "Interests", they said were second.

The reverse was true for the grade nine students. They selected "interests" as first choice and "personal satisfaction (self-fulfillment)" as second choice.

In testing the hypothesis, the Hotelling T^2 test was used. Due to this method of analysis, it was necessary to exclude those respondents who did not give their opinion (circle one number) on each of the thirteen variables listed. (Appnedix B., page 3) Table 7 indicates the hypothesis is not supported. The data indicate that students in grade nine and grade twelve rate "importance of making a career decision" differently.

Table 7

Comparison of Grade 9 and Grade 12 Student Responses to Rating of Reasons for Making Career Decisions Utilizing Hotelling T Test

Number of Grade 9 Student Responses	190
Number of Grade 12 Student Responses	181
Number of Variables	13
$T^2 = 54.32$	
$p = .0001$	

Hypothesis IV (Sex and Reasons for Career Decisions)

There is no significant difference between the rating by male and female students of the important reasons for making a career decision.

Males and females were asked to rate the importance of thirteen reasons for making a career decision. (Appendix I)

Table 8 illustrates the numbers, in percentages, of male and female students rating the top five "very high" important reasons for making a career decision. As the table shows, males and females differ on the reasons for making a career decision. Females were more clear in their rating as 80.3% viewed "personal satisfaction" or "self-fulfillment" as the most important reason for making a career decision. Although this too was regarded as the most important by male students, only 69.7% reported this factor. It is interesting that, traditionally, more females than males regarded "opportunity for working with people" as important in making a career decision. This study verifies this opinion.

Table 8

Numbers, in Percentage, of Male and Female Students Rating the Top 5 "Very High" Important Reasons for Making a Career Decision

Reasons for Making a Career Decision	Percentage Male	Percentage Female
Personal satisfaction (self-fulfillment)	69.7	80.3
Interests	69.2	75.7
Educational requirements	43.9	45.2
Job Opportunity in the field	43.0	32.2
Future trends in the area	38.0	33.5
Opportunity for working with people	25.3	37.7
Working environment (conditions and surroundings)	35.3	33.5

Table 9 records the sum, in percentages, of male and female students rating the top five "fairly high" and "very high" important reasons for making a career decision. Again, the differences in rating by males and females is apparent.

Table 9

Sum of Numbers, in Percentage, of Male and Female Students Rating the Top 5 "Fairly High" and "Very High" Important Reasons for Making a Career Decision

Reasons for Making a Career Decision	Percentage Male	Percentage Female
Personal satisfaction (self-fulfillment)	91.0	95.8
Interests	91.4	95.4
Educational requirements	80.6	92.4
Job opportunities in the field	87.4	75.2
Future trends in the area	77.8	73.2
Working environment (conditions and surrounding)	76.4	74.5
Working with people	58.8	76.6

Utilizing the Hotelling T^2 test, the hypothesis was tested.

Table 10

Male-Female Differences in Reasons for Making a Career Decision

Number of Male Respondents	180
Number of Female Respondents	191
Number of Comparisons	13
$T^2 = 54.38$	
$p = .0001$	

In the analysis, it was necessary to utilize only those students who responded to each of the thirteen variables.

The hypothesis was rejected. Males and females differed overall in their reasons for making a career choice. (Table 10)

Hypothesis V (Grade and Specificity of Career Plans)

No specific career plans are evident for grade nine and grade twelve students.

An attempt was made to obtain information with respect to the overall difference of grade nine and grade twelve students in making specific career plans. One would assume that, due to the difference in age and experience, there would be more grade twelve students with specific career plans.

Table 11

Career Plans of Grade Nine and Grade Twelve Students

Grade	No Response	Very Specific	Fairly Specific	Uncertain	Nonexistant	Total
Grade 9	1	34	125	71	5	236
	0.4%	14.4%	53.0%	30.1%	2.1%	100%
Grade 12	0	51	110	64	1	226
	0.0%	22.6%	48.7%	28.3%	0.4%	100%

Chi-square - 8.174
p = .085

Table 11 indicates the hypothesis was not rejected. This may be considered surprising since it is commonly believed that due to the availability of career information, awareness of the world of work, and more work experience, grade twelve students would be able to state, specifically, their career plans.

Hypothesis VI (Grade and Accessibility to Sufficient Career Information)

There is no significant difference between grade nine and grade twelve students' opinions that they have access to sufficient career information in their schools.

This hypothesis attempts to provide information on the availability of sufficient career information in their schools.

Table 12

Opinions of Grade Nine and Grade Twelve Students on Accessibility of Sufficient Career Information in Their School

Grade	No Response	Yes	No	Totals
Grade 9	3	124	109	236
	1.3	52.5	46.2	100.0
Grade 12	0	168	58	226
	0.0	74.3	25.7	100.0

Chi-square - 25.00
p = .0001

As Table 12 shows, the hypothesis is rejected. There appears to be a difference between the availability of career information at grade nine and grade twelve levels. Grade nine students overall indicated a lack of accessibility to sufficient career information as illustrated. 74.3% of grade twelve students said that career

information was accessible in their school; while only 52.5% of the grade nine students agreed.

Hypothesis VII (Grade and Adequacy of School Help in Career Planning)

There is no significant difference between grade nine and grade twelve students' opinions that they receive adequate help in school in making decisions about their career plans.

The hypothesis was shown to be accurate as Table 13 illustrates. The response pattern for the two grades was almost identical.

Table 13

Opinions of Grade 9 and Grade 12 Students on Whether They Receive Adequate Help At School in Making Decisions About Their Career Plans

Grade	No Opinion	Yes	No	Total
Grade 9	2	145	89	236
	0.8	61.4	37.7	100.0
Grade 12	1	145	80	226
	0.4	64.2	35.4	100.0

Chi-square = .596
p = .742

61.4% of the grade nine population responded favourably to the help they were receiving from their school. 64.2% of the grade twelve students stated adequate help in making career plans was obtained by them from their school.

Hypothesis VIII (Grade and Knowledge of Presence of Counsellor)

No knowledge of counsellors' presence in the school is evident by grade nine and grade twelve students.

This question was asked to ascertain the awareness of a

counsellor in the school - the individual who could, in all probabilities, assist them with career information, career planning, and career decision making.

Table 14 indicates that both the grade nine and grade twelve students were almost 100% knowledgeable of the presence, or lack of presence, of the counsellor in their school. The hypothesis was therefore supported.

Table 14

Opinion of Grade Nine and Grade Twelve Students on Knowledge of Counsellor in Their School

Grade	Yes	No	Total
Grade 9	233 99.6	1 0.4	234 100.0
Grade 12	226 100.0	0 0.0	226 100.0

Both grade nine and grade twelve students gave overwhelming evidence that the counsellor is visible in their schools. Of 226 grade twelve students surveyed, 100% stated they were knowledgeable of the existence of a counsellor in their school. Of 234 students surveyed at the grade nine level, only one student indicated that a counsellor was not present in the school, when there was one present. This resulted in a statistic of 99.6% of the grade nine students.

Hypothesis IX (Grade and Experience of Paid Employment)

There is no significant difference between grade nine and grade

twelve students in whether they have experienced paid employment for at least a two month period.

The analysis indicated that grade twelve students had experienced more paid employment than did grade nine students.

The hypothesis was rejected as is illustrated in Table 15.

Table 15

Response of Grade 9 and Grade 12 Students on Whether They Have Experienced Paid Employment for at Least a Two Month Period

Grade	No Response	Paid Employment	No Paid Employment	Total
Grade 9	2 0.8	104 44.1	130 55.1	236 100.0
Grade 12	0 0.0	201 88.9	25 11.1	226 100.0

Chi-square - 103.81
p = .0001

A substantial number of grade nine students, considering their age, have experienced paid employment (44.1%). More than double that amount experienced paid employment by the conclusion of the grade twelve year (88.9%).

Hypothesis X (Sex and Experience of Paid Employment)

There is no significant difference between the number of male and female students who have experienced paid employment for at least a two month period.

There was a significant difference between male and female students as to paid employment experience (Table 16).

The hypothesis was rejected.

Table 16

Response of Male and Female Students on Whether They Have Experienced Paid Employment for at Least a Two Month Period

Sex	No Response	Yes	No	Total
Male	1	164	56	231
	0.5	74.2	25.3	100.0
Female	1	140	98	239
	0.4	58.6	41.0	100.0

Chi-square = 12.90
p = .012

Males tended to have more paid employment for at least a two month period than female students. Of the 231 males surveyed, only 56, or 25.3%, said they had not experienced paid employment. A significantly larger number of females, 98, or 41%, said they had not worked for pay.

Hypothesis XI (School Program and Accessibility to Career Information)

There is no significant difference between the program in which a high school student is registered and student opinion of accessiblity to sufficient career information.

This hypothesis examined the possible differences between the program in which a high school student was registered and his or her opinion of the accessibility to sufficient career information. It was assumed some programs at school may lead more readily to the accessibility of career information.

Table 17

Opinions of Students Enrolled in Different High School Programs on Whether They Have Accessibility to Sufficient Career Information

Program	No Opinion	Yes	No	Total
Academic	0	100	32	132
	0.0	75.8	24.2	100.0
General-Business	0	25	11	36
	0.0	69.4	30.6	100.0
Vocational-Technical	0	13	5	18
	0.0	72.2	27.8	100.0
Special Education	0	1	0	1
	0.0	100.0	0.0	100.0
Total	0	139	48	187
	0.0	74.3	25.7	100.0

Chi-square = .97
p = .80

The hypothesis was not rejected. The fact that a student was registered in a particular program had little bearing on the opinion of students in whether they had accessibility to sufficient career information. (Table 17)

Approximately 75% of students in any program said that they had accessibility to sufficient career information. The one exception was the one special education student surveyed who because of his positive response resulted in 100% accessibility in his program.

Hypothesis XII (Sex and Post-secondary School Intentions)

An additional question to be investigated was whether after leaving high school more male students intend to enter post-secondary institutions, such as University, technical institutions, or

community colleges, than do female students.

It is assumed that due to increased equality between the sexes, career plans would be similar.

Table 18 indicates that the intentions for males and females are different.

Table 18

Opinions of Males and Females in General on What They Intend to do After Leaving High School

Sex	No Opin.	Univ.	Comm. Coll.	Tech.	Employ.	Apprent.	Other	Don't Know	Total
Male	2	84	5	44	29	15	12	30	231
	0.9	38.0	2.3	19.9	13.1	6.8	5.4	13.6	100.0
Female	2	87	22	19	53	5	18	33	239
	0.8	36.4	9.2	7.9	22.2	2.1	7.5	13.8	100.0

Chi-square = 36.501
p = .001

As the table indicates, the assumption was rejected.

There were some similarities. Of 231 males surveyed, 84, or 38%, indicated they planned to enter university. Of 239 females surveyed by this questionnaire, 87, or 36.4% stated they were going to university. The only other area where both males' and females' opinions were similar was the 13.6% of males and 13.8% of females that "didn't know" what they planned to do after completing high school.

There were some differences in the findings as well. Females intended to "attend community college" and "to seek employment" to a greater degree than males. On the other hand, more males

planned "to attend technical school" and enter "apprenticeship programs".

1. SUMMARY OF FINDINGS

1. Non-significant differences were found between opinions of males and females and grade nine and grade twelve students regarding methods used to learn about careers.
2. Significant differences were found between the opinions of grade nine and grade twelve students on making a career decision.
3. Significant differences were found between the opinions of male and female students on making a career decision.
4. Significant differences were found between the opinions of grade nine and grade twelve students with respect to the accessibility of career information in the schools.
5. Non-significant differences were reported between the opinions of grade nine and grade twelve students and their knowledge of the presence of a counsellor in their school. Both grade nine and grade twelve students were knowledgeable of the counsellor's presence.
6. Significant differences were found between grade nine and grade twelve students with respect to experience in paid employment. Grade twelve students were found to have had more experience.

7. Significant differences were found between male and female students with respect to their experience of paid employment. Males were found to have had more work experience than females.
8. Non-signficant differences were reported in the opinions of students enrolled in all programs at the high school level with respect to their accessibility to career information. The majority of students registered in all programs at the high school level reported accessibility to career information.
9. Significant differences were reported in the opinions of male and female students on their specific intentions after leaving high school. Females intended to attend community college and seek employment to a greater degree than males. Male students planned to attend technical school or enter apprenticeship programs to a greater degree.

V. CONCLUSIONS

This investigation endeavored to determine, by means of a questionnaire-survey method, the opinions of grade nine and grade twelve students in the Edmonton Separate (Catholic) School System regarding questions pertaining to career decisions, career planning and career information.

Grade nine students and grade twelve students showed that they differ in their opinion and yet illustrated agreement on many facets of career development. Males and females also reported differing opinions, however they showed agreement as well.

An underlying assumption entertained was that young people, due to their age and stage of personal development, value, perceive and have interests in the world of work, different even among themselves. An additional assumption was that schools should play a key role in the students' career development and assist in the transition from school to work.

This study showed, through statistical analysis of the opinions reported, a number of findings supporting, as well as not supporting, the hypotheses put forth.

With respect to Hypothesis I, (Grade and Method Students Learn About Careers) the study showed no significant differences between grade nine and grade twelve students in the method by which the student learns about different careers. Both grade level students viewed first hand knowledge of the career as vital. They ranked "obtaining practical experience on the job", "talking

to various people employed in different fields", and "observing someone in the field" as first, second and third respectively.

There was no significance reported as well on Hypothesis II (Sex and Method Students Learn About Careers). Both male and female students utilized similar methods in learning about careers. Of the sixteen methods listed, the top five were chosen by both male and female. The findings were similar to Huff and Wright's (1974) exhaustive study. A conclusion, verified by research, shows, that male, female, grade nine, and grade twelve students view Canada Manpower and/or similar agencies in a dim light. In addition, parents and friends are not ranked significantly important as resources used in learning about careers. One positive conclusion regarding existing programs shows both males and females ranking "work study" and "work experience" programs in the top five choices with respect to learning about careers.

The literature also illustrates that grade nine and grade twelve students have different reasons for making a career decision.

Hypothesis III is not supported (Grade and Reasons for Career Decision). Significant differences were reported by grade nine and grade twelve students on their opinions of thirteen reasons for making a career decision. "Personal satisfaction (self-fulfillment)" ranked as number one choice by the grade twelve group. Grade nine students on the other hand, regarded "interest" to be the main reason for making a career decision.

Hypothesis IV (Sex and Reasons for Career Decision) was rejected as well. There were significant differences reported between males and females on their reasons for choosing a career. Females were clear in their rating of "personal satisfaction" as "very high" importance; 80.3% of the females reported this area as first choice. Males supported "personal satisfaction" as the most important factor in making a career decision, however to a lesser degree, 69.7%.

Huff and Wright (1974) reported that "interests", were viewed as the most important choice in their study.

Hypothesis V (Grade and Specificity of Career Plans) gave some interesting results. Grade nine and grade twelve students agreed on specificity of career plans. 67.4% of the 236 grade nine boys stated that their career plans were "very" or "fairly" specific; while 71.3% of 226 grade twelve students had the same opinion. Although the research indicates career choice changes over time, it is interesting to note that three years of education do not enable students to make more specific career plans.

With respect to hypothesis VI, VII, VIII and XI, the opinions of students were obtained and related to the role of the school in assisting youth.

Grade nine students concluded (hypothesis VI - Grade and Accessibility to Sufficient Career Information) that career information was not as accessible in their schools as did grade

twelve students. The hypothesis was therefore rejected. Both grades agreed however that they are receiving adequate help in school with respect to career planning.

Hypothesis VII (Grade and Adequacy of School Help in Career Planning) was therefore accepted.

Hypothesis VIII pertaining to knowledge of the presence of a counsellor in the school by grade nine and grade twelve students was also accepted. There was almost 100% knowledge on the part of all students that a counsellor was present in the school.

No significant difference was reported in the opinion of students enrolled in different high school programs with respect to accessibility of career information (hypothesis XI). Students from all programs reported similar accessibility to this information.

With respect to youth and employment, the evidence shows that age is still a key factor in obtaining or wanting work and that females, although now more gainfully employed than in the past, still lag behind males in numbers.

More than twice as many students in grade twelve experienced paid employment than their grade nine counterparts; thus rejecting the hypothesis (hypothesis IX - Grade and Experience of Paid Employment).

A significant difference occurred in the numbers of males and females who had experienced work, thus rejecting hypothesis X (Sex and Experience of Paid Employment). Males tended to have experienced more paid employment than female students. A large number of females, approximately 58%, experienced paid employment.

On the specific intentions of students after leaving high school (hypothesis XII - Sex and Post-secondary School Intentions) significant differences were found to exist between males and females. Females intended to attend community college and seek employment to a greater degree than males. Male students planned to attend technical school and enter apprenticeship programs. One conclusion verified by the research, indicates clearly the importance of university in the aspirations of these young people. Both males and females emphasized their desire to enter that post-secondary institution.

VI. INFERENCES, IMPLICATIONS AND RECOMMENDATIONS

There are a number of inferences and implications derived from this study that may play a significant role in assisting the junior and senior high school student in attaining his goal with respect to the world of work. These inferences and implications arising from the opinions of grade nine and grade twelve students have resulted in a number of recommendations that will be discussed in this section.

(1) Although the school cannot assist students over all barriers to career goal attainment, students infer that they want more school involvement in their career development. As F. Cross (1974) states:

> A man's destiny often lies buried in the image of his youth ... before greatness comes the image of greatness. (p. 2)

This greatness may be thwarted by a number of variables and factors blocking career goal attainment for young people. Career education, although not a panacea for all the ills facing youth, is a method recommended by the writer, that schools can follow with optimism.

(2) From the data generated can be implied that schools should be encouraged to arrange as many first hand experiences as possible for students. It is the opinion of students that work experience and work study programs should be utilized extensively at both the junior and senior high levels.

(3) The study showed that students emphasize "talking to people in the world of work" as important in learning about careers. Schools should endeavor to maximize the use of the many community resources available to students. Members of the business, government and labor community, as well as retired persons, should be encouraged to enter the classroom to provide students with first hand experience.

(4) Students imply that career information is required for decision making. Junior and senior high schools should make career information available to students, in an accessible way and in adequate amounts.

(5) Students imply that government assistance in career planning has been weak. Emphasis should be made on behalf of all government departments and agencies, at the civic, provincial, and federal levels, to develop new career programs, to improve their profile with youth, and to offer services and information to students at the junior and senior high school level.

(6) Many students have the opinion that the teacher's role in their career development has been minimal. The students stress that teachers should refrain from informal class discussions on careers. They should however, emphasize the career implications of the subject matter they are teaching. It is recommended as well that other efforts be attempted by teachers to alter their image as a weak

career resource group.

(7) Students overwhelmingly infer that the counsellor is highly visible and oriented to concerns of youth. It is recommended that counsellors consider the role of resource person to other school staff. In addition, counsellors should become adept in their utilization of career information with their students.

(8) Students are of the opinion that the counsellor helps them in career development. Care should be taken by school boards to maintain or reduce the pupil/counsellor ratio in order to prevent the role of the counsellor simply becoming an information dispenser.

(9) From the opinions of grade nine students is inferred the necessity of improved career education programs and career oriented curricula at the junior high level.

(10) Implied from the opinion of females is that they continue to consider the more traditional, sex stereotyped career areas. It is recommended that male and females be encouraged to enter non-traditional careers. Facts pertaining to job opportunities for both sexes should be disseminated in schools.

(11) In this study many students do not view future job prospects as important in career choice. More students should be encouraged to consider the future job trends of their career choice area. Students should also be encouraged to select alternatives to their primary career choice.

(12) Data generated from the study show that university is regarded by many male and females as important in their career plans. Schools must play an improved role in informing students of the realities of a university education. It is also recommended that universities and all post-secondary institutions strive to improve communication with students and school jurisdictions in order to present facts about employment opportunities associated with their institutions.

In conclusion, with (a) the combined efforts of school boards, administration, teaching staff, counsellors and community resources, and with (b) improved, career oriented curricula, students should understand themselves, understand the world of work, and use this knowledge to make an intelligent match between themselves and an occupation. Hopefully, all students will then be fortunate enough to find deep satisfaction doing the things that bring them their daily bread.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS REGARDING CAREER INFORMATION

THIS SURVEY IS DESIGNED TO FIND OUT WHAT TYPES OF ASSISTANCE STUDENTS NEED IN PLANNING FOR A CAREER AND MAKING DECISIONS ABOUT THEIR FUTURE. PLEASE READ THE FOLLOWING QUESTIONS AND PLACE CHECK MARKS IN THE APPROPRIATE BOXES

BACKGROUND INFORMATION:

AGE:
- 14 and under ☐
- 15 ☐
- 16 ☐
- 17 ☐
- 18 ☐
- 19 ☐
- 20 or over ☐

GRADE		YEAR
9	☐	1
10	☐	2
11	☐	3
12	☐	4
13	☐	5

SEX:
- Male ☐
- Female ☐

MAJORITY OF YOUR COURSES ARE AT:
- Advanced Level ☐
- General Level ☐

AFTER LEAVING THIS SCHOOL YOU INTEND TO:
- Go To University ☐
- Go To A Community College ☐
- Seek Employment ☐
- Enter An Apprenticeship ☐
- Other ☐
- Don't Know ☐

1. At the present time would you say your career plans are: (Check one box)

Very Specific	☐
Fairly Specific	☐
Uncertain/Undecided	☐
Non Existent/Haven't Thought About It	☐

2. There are a variety of ways students can learn about different careers. Of those listed below, please select the method which you would choose first (by placing a 1 in the adjacent box), your second choice (put a 2 in the adjacent box), and so on down to your sixth choice.

Reading about the career	☐
Talking to various people employed in different fields	☐
Observing someone who is employed in the field	☐
Being involved in a work/study experience	☐
Obtaining practical experience in the job itself	☐
Watching films about different occupations	☐
Talking to a Guidance counsellor	☐
Talking to parents or relatives	☐
Visiting various institutions and companies	☐
Having informal class discussions	☐
Going to Canada Manpower or similar agency	☐
Talking to friends	☐
Participating in Seminars with resource people from the Community	☐
Taking a credit course in career planning	☐
Getting career information as part of the course content of every subject	☐
Talking to teachers in the school	☐

3. How would you rate the following in importance when making a career decision for yourself? (Check the appropriate box for each item).

	Very High Importance	Fairly High Importance	Medium Importance	Fairly Low Importance	Very Low Importance
Educational requirements	☐	☐	☐	☐	☐
Money/Salary	☐	☐	☐	☐	☐
Future trends in that area	☐	☐	☐	☐	☐
Opportunity for working with people	☐	☐	☐	☐	☐
Your aptitudes/strengths & weaknesses	☐	☐	☐	☐	☐
Your interests	☐	☐	☐	☐	☐
Opportunity to contribute to society	☐	☐	☐	☐	☐
Location	☐	☐	☐	☐	☐
Prestige	☐	☐	☐	☐	☐
Job opportunities in the field	☐	☐	☐	☐	☐
Working environment	☐	☐	☐	☐	☐
What your parents would like	☐	☐	☐	☐	☐
Satisfaction of personal needs, e.g. self-fulfillment, goals, values	☐	☐	☐	☐	☐

4. Do you feel you have access to sufficient career information in your school?

Yes ☐ No ☐

5. Do you feel you receive adequate help at school in making decisions about your career plans?

Yes ☐ No ☐

If "No", please explain.

_____

_____

_____

_____

_____

Thank you for your co-operation

APPENDIX B

QUESTIONNAIRE FOR STUDENTS REGARDING CAREER INFORMATION AND CAREER PLANNING

FOR OFFICE USE ONLY

THIS SURVEY IS DESIGNED TO FIND OUT WHAT TYPES OF HELP STUDENTS NEED IN PLANNING FOR A CAREER AND MAKING DECISIONS ABOUT THEIR FUTURE. PLEASE READ THE FOLLOWING QUESTIONS AND CIRCLE THE NUMBER NEXT TO YOUR ANSWER.

BACKGROUND INFORMATION:

GRADE PRESENTLY ENROLLED IN:

GRADE 9 - - - - - - - - - - 1
GRADE 12 - - - - - - - - - - 2

cc 11

SEX

MALE - - - - - - - - - - - - 1
FEMALE - - - - - - - - - - - 2

cc 12

WHAT PROGRAM ARE YOU REGISTERED IN AT HIGH SCHOOL:

ACADEMIC - - - - - - - - - - 1
GENERAL-BUSINESS - - - - - - 2
VOCATIONAL-TECHNICAL - - - 3
SPECIAL EDUCATION - - - - - 4

cc 13

AFTER LEAVING HIGH SCHOOL YOU INTEND TO:

GO TO UNIVERSITY - - - - - - 1
GO TO A COMMUNITY COLLEGE - 2
GO TO A TECHNICAL SCHOOL - 3
SEEK EMPLOYMENT - - - - - - 4
ENTER AN APPRENTICESHIP - - 5
OTHER - - - - - - - - - - - 6
DON'T KNOW - - - - - - - - - 7

cc 14

HAVE YOU EXPERIENCED PAID EMPLOYMENT FOR AT LEAST A 2 MONTH PERIOD:

YES - 1 NO - 2

cc 15

FOR OFFICE USE ONLY

1. AT THE PRESENT TIME WOULD YOU SAY YOUR CAREER PLANS ARE: (CIRCLE ONE ANSWER ONLY) cc 16

VERY SPECIFIC - - - - 1
FAIRLY SPECIFIC - - - 2
UNCERTAIN/UNDECIDED - 3
NON EXISTENT/HAVEN'T THOUGHT ABOUT IT - 4

2. THERE ARE A VARIETY OF WAYS STUDENTS CAN LEARN ABOUT DIFFERENT CAREERS. OF THOSE LISTED BELOW, PLEASE SELECT THE METHOD WHICH YOU WOULD CHOOSE FIRST (BY PLACING A 1 IN THE BOX NEXT TO YOUR FIRST CHOICE), YOUR SECOND CHOICE (PUT A 2 IN THE BOX NEXT TO YOUR SECOND CHOICE), AND SO ON DOWN TO YOUR FIFTH CHOICE.

READING ABOUT THE CAREER - ☐ cc 17
TALKING TO VARIOUS PEOPLE EMPLOYED IN DIFFERENT FIELDS - - - - - - - - ☐ cc 18
OBSERVING SOMEONE WHO IS EMPLOYED IN THE FIELD - - - - - - - - - - - ☐ cc 19
BEING INVOLVED IN A WORK STUDY OR WORK EXPERIENCE PROGRAM - - - - - - ☐ cc 20
OBTAINING PRACTICAL EXPERIENCE IN THE JOB ITSELF - - - - - - - - - - ☐ cc 21
WATCHING FILMS ABOUT DIFFERENT OCCUPATIONS - - - - - - - - - - - - - ☐ cc 22
TALKING TO A GUIDANCE COUNSELLOR - - - - - - - - - - - - - - - - - - ☐ cc 23
TALKING TO PARENTS OR RELATIVES - - - - - - - - - - - - - - - - - - - ☐ cc 24
VISITING VARIOUS INSTITUTIONS AND COMPANIES - - - - - - - - - - - - - ☐ cc 25
HAVING INFORMAL CLASS DISCUSSIONS - - - - - - - - - - - - - - - - - - ☐ cc 26
GOING TO CANADA MANPOWER OR SIMILAR AGENCY - - - - - - - - - - - - - ☐ cc 27
TALKING TO FRIENDS - ☐ cc 28
PARTICIPATING IN SEMINARS WITH RESOURCE PEOPLE FROM THE COMMUNITY - ☐ cc 29
TAKING A CREDIT COURSE IN CAREER PLANNING - - - - - - - - - - - - - - ☐ cc 30
GETTING CAREER INFORMATION AS PART OF THE COURSE CONTECT OF EVERY SUBJECT - ☐ cc 31
TALKING TO TEACHERS IN THE SCHOOL - - - - - - - - - - - - - - - - - - ☐ cc 32

3. HOW WOULD YOU RATE THE FOLLOWING IN IMPORTANCE WHEN MAKING A CAREER DECISION FOR YOURSELF? (CIRCLE ONE NUMBER ONLY FOR EACH ITEM).

	VERY HIGH IMPORTANCE	FAIRLY HIGH IMPORTANCE	MEDIUM IMPORTANCE	FAIRLY LOW IMPORTANCE	VERY LOW IMPORTANCE	FOR OFFICE USE ONLY
EDUCATIONAL REQUIREMENTS	5	4	3	2	1	cc 33
MONEY/SALARY	5	4	3	2	1	cc 34
FUTURE TRENDS IN THAT AREA	5	4	3	2	1	cc 35
OPPORTUNITY FOR WORKING WITH PEOPLE	5	4	3	2	1	cc 36
YOUR APTITUDES/STRENGTHS & WEAKNESSES	5	4	3	2	1	cc 37
YOUR INTERESTS	5	4	3	2	1	cc 38
OPPORTUNITY TO CONTRIBUTE TO SOCIETY	5	4	3	2	1	cc 39
PRESTIGE (REPUTATION, INFLUENCE)	5	4	3	2	1	cc 40
JOB OPPORTUNITIES IN THE FIELD	5	4	3	2	1	cc 41
WORKING ENVIRONMENT (CONDITIONS AND SURROUNDINGS)	5	4	3	2	1	cc 42
WHAT YOUR PARENTS WOULD LIKE	5	4	3	2	1	cc 43
PERSONAL SATISFACTION (SELF-FULFILLMENT)	5	4	3	2	1	cc 44
LOCATION	5	4	3	2	1	cc 45

4. DO YOU FEEL YOU HAVE ACCESS TO SUFFICIENT CAREER INFORMATION IN YOUR SCHOOL ?

YES - 1 NO - 2 cc 46

5. DO YOU FEEL YOU RECEIVE ADEQUATE HELP AT SCHOOL IN MAKING DECISIONS ABOUT YOUR CAREER PLANS?

YES - 1 NO - 2 cc 47

6. IS THERE A COUNSELLOR IN YOUR SCHOOL?

YES - 1 NO - 2 cc 48

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

Edmonton Catholic School District

EDUCATIONAL AND ADMINISTRATIVE CENTRE
9807 - 106 STREET, EDMONTON 14, ALBERTA — TELEPHONE (403) 429-7631

October 12, 1976

Personnel Director
Borough of North York
Board of Education
5050 Yonge Street
Willowdale, Ontario
M2N 5N8

Dear Sir or Madam:

As coordinator of the Career Information Centre and the Work Experience Education Program for the Edmonton Catholic School System, I read with interest, excerpts from the study entitled "A Survey of Student Needs and Priorities Related to Career Information." The study was evidently completed in June of 1974 by two individuals with your Board of Education, E.E. Huff and [illegible] Wright.

It is my understanding that from the initial survey conducted in a North York secondary school, a wider sample was then utilized throughout the Toronto area. I would be most interested in receiving the entire study and any further information associated with it.

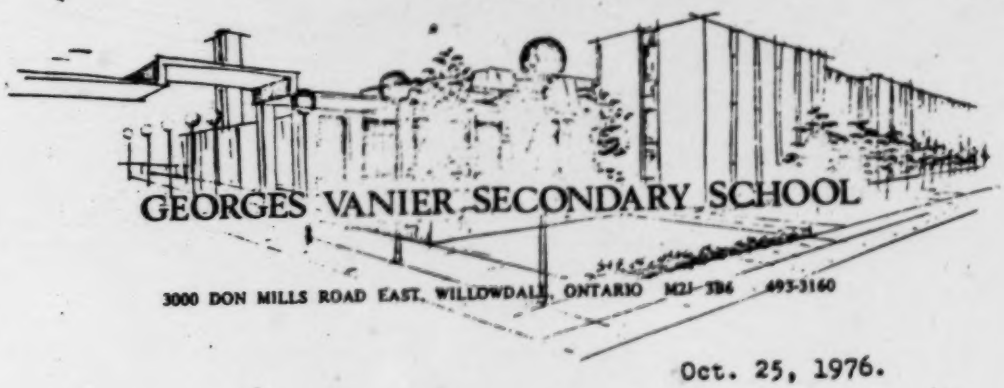
We are considering a similar study and I would appreciate this information as soon as possible. I would request your assistance in forwarding this letter to the authors of the study or another department that might assist.

Thank you in advance for your assistance.

Yours sincerely,

Carl M. Paproski
Consultant
Career Information Centre &
Work Experience Education Program
Edmonton Catholic Schools
10645 - 63 Avenue
Edmonton, Alberta

CP/dt



Oct. 25, 1976.

Carl M. Paproski, Consultant,
Career Information Centre &
Work Experience Education Program,
Edmonton Catholic Schools,
10645 - 63 Avenue,
Edmonton, Alberta.

RECEIVED OCT 2 8 1976

Dear Mr. Paproski:

Your letter has been referred to me for attention. I am now sending you a copy of " A Survey of Student Needs and Priorities Related to Career Information."

The two authors of this research are no longer with North York Board of Education. Mr. E.E. Huff, former co-ordinator of Guidance retired last August and Mrs. E. Wright left the Board about a year ago.

You probably would like to know that soon after we conducted the survey, a Career Information Centre was established at Georges Vanier Secondary School. I am also sending you copies of the evaluation of the Centre.

Incidentally, you would be interested to know that Mr. Jim Huffman is our co-ordinator of Guidance. In case you have further questions to ask, I am sure he is more than happy to answer them.

Yours sincerely,

M. Chau

M. Chau (Mrs.)
Careers Consultant.

MC:cs
Encl.
c.c.- Jim Huffman, co-ordinator,
North York Board of Education 225-4661

- Les Luka, Head of Guidance,
Georges Vanier Secondary School.

THE BOARD OF EDUCATION FOR THE BOROUGH OF NORTH YORK

APPENDIX E

EDMONTON CATHOLIC SCHOOLS

RESEARCH ACTIVITIES

1. Requestor

   Name Carl Paproski Position Consultant Date June 9, 1977

2. Suggested personnel, schools, and times

   In gathering information for my M.Ed. thesis, I will require 10-15 minutes from 275 grade 9 students and 275 grade 12 students. Students have been randomly selected. They are enrolled in all junior high schools and all senior high schools. I may request the assistance of the school counsellor for administration of this tool. Administration be commenced June 13 and completed June 30th.

3. Description of Activity (title, objectives, procedure, evaluation, etc.)

   Title: SURVEY OF STUDENT NEEDS AND PRIORITIES IN CAREER PLANNING

   Objective: To obtain the perception of students at the grade 9 and 12 levels with respect to a number of questions pertaining to career planning and career information.

   Procedure: Obtain data from a questionnaire (attached)

   Evaluation: Statistical analysis

4. Anticipated value to requestor and/or school system

   Complete thesis requirements for M.Ed. in Educational Psychology. I trust it will assist the school system, its students and educators by supplying valuable data pertaining to career planning and career information of youth.

FOR OFFICE USE ONLY

Approved by Anne Fura Ed.D. Date June 9/77

Approved by _____ Date _____

Conditions: _____

APPENDIX F

THE OPINION OF GRADE 9 AND GRADE 12 STUDENTS ON METHODS THEY LEARN ABOUT DIFFERENT CAREERS

	No Opinion		1st Choice Method		2nd Choice Method		3rd Choice Method		4th Choice Method		5th Choice Method	
Grade	9	12	9	12	9	12	9	12	9	12	9	12
Reading About Career	122 51.7	106 46.9	32 13.6	29 12.8	16 6.8	16 7.1	12 5.1	22 9.7	24 10.2	21 9.3	30 12.7	32 14.2
Talking to People in Different Fields	88 37.3	70 31.0	35 14.8	42 18.6	39 16.5	43 19.0	33 14.0	32 14.2	30 12.7	25 11.1	11 4.7	14 6.2
Observing Someone Employed in Field	91 38.6	82 36.3	28 11.9	25 11.1	39 16.5	44 19.5	39 16.5	32 14.2	22 9.3	23 10.2	17 7.2	20 8.8
Being Involved in Work Study or Work Experience	120 50.8	125 55.3	29 12.3	18 8.0	28 11.9	40 17.7	25 10.6	20 8.8	11 4.7	12 5.3	23 9.7	11 4.9
Obtaining Experience in the Job	79 33.5	70 31.0	54 22.9	69 30.5	30 12.7	23 10.2	35 14.8	20 8.8	24 10.2	25 11.1	14 5.9	19 8.4
Watching Films About Different Occupations	199 84.3	191 84.5	5 2.1	4 1.8	8 3.4	4 1.8	7 3.0	4 1.8	6 2.5	9 4.0	11 4.7	14 6.2
Talking to a Guidance Counsellor	147 62.3	131 58.0	10 4.2	14 6.2	21 8.9	15 6.6	18 7.6	19 8.4	17 7.2	21 9.3	23 9.7	26 11.5
Talking to Parents or Relatives	172 72.9	162 71.7	10 4.2	5 2.2	13 5.5	9 4.0	13 5.5	16 7.1	12 5.1	17 7.5	16 6.8	17 7.5
Visiting Various Institutions & Companies	151 64.0	126 55.8	8 3.4	1 0.4	13 5.5	14 6.2	14 5.9	27 11.9	32 13.6	28 12.4	18 7.6	30 13.3
Having Informal Class Discussions	210 89.0	213 94.2	1 0.4	3 1.3	1 0.4	0 0.0	4 1.7	2 0.9	10 4.2	3 1.3	10 4.2	5 2.2
Going to Canada Manpower or Similar Agency	209 88.6	213 94.2	1 0.4	0 0.0	4 1.7	0 0.0	8 3.4	1 0.4	7 3.0	6 2.7	7 3.0	6 2.7
Talking to Friends	210 89.0	198 87.6	4 1.7	2 0.9	2 0.8	2 0.9	4 1.7	8 3.5	5 2.1	5 2.2	11 4.7	11 4.9
Participating in Seminars with Resource People from Community	219 92.8	214 94.7	0 0.0	0 0.0	2 0.8	3 1.3	1 0.4	2 0.9	5 2.1	3 1.3	9 3.8	4 1.8
Taking a Credit Course in Career Planning	201 85.2	206 91.2	7 3.0	9 4.0	5 2.1	3 1.3	5 2.1	4 1.8	11 4.7	2 0.9	7 3.0	2 0.9
Getting Career Information as Part of Course Content of Every Subject	190 80.5	186 82.3	7 3.0	3 1.3	7 3.0	5 2.2	9 3.8	7 3.1	7 3.0	18 8.0	16 6.8	7 3.1
Talk to Teachers in School	203 86.0	204 90.3	1 0.4	0 0.0	4 1.7	5 2.2	6 2.5	8 3.5	12 5.1	5 2.2	10 4.2	4 1.8

APPENDIX G

THE OPINION OF MALE AND FEMALE STUDENTS ON METHODS THEY LEARN ABOUT DIFFERENT CAREERS

	No Opinion		1st Choice Method		2nd Choice Method		3rd Choice Method		4th Choice Method		5th Choice Method	
Sex	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Reading About Career	108 48.9	119 49.8	29 13.1	32 13.4	16 7.2	16 6.7	20 9.0	14 5.9	17 7.7	27 11.3	31 14.0	31 13.0
Talking to People in Different Fields	79 35.7	79 33.1	40 18.1	36 15.1	39 17.6	43 18.0	25 11.3	39 16.3	26 11.8	29 12.1	12 5.4	13 5.4
Observing Someone Employed in Field	88 39.8	85 35.6	27 12.2	26 10.9	40 18.1	42 17.6	33 14.9	38 15.9	19 8.6	25 10.5	14 6.3	23 9.6
Being Involved in Work Study or Work Experience	127 57.5	116 48.5	21 9.5	26 10.9	25 11.3	43 18.0	21 9.5	24 10.0	10 4.5	13 5.4	17 7.7	17 7.1
Obtaining Experience in the Job	75 33.9	73 30.5	58 26.2	63 27.2	24 10.9	29 12.1	21 9.5	33 13.8	25 11.3	24 10.0	18 8.1	15 6.3
Watching Films About Different Occupations	181 81.9	208 87.0	8 3.6	1 0.4	7 3.2	4 1.7	6 2.7	5 2.1	7 3.2	8 3.3	12 5.4	13 5.4
Talking to a Guidance Counsellor	131 59.3	146 61.1	9 4.1	14 5.9	19 8.6	17 7.1	21 9.5	16 6.7	16 7.2	22 9.2	25 11.3	24 10.0
Talking to Parents or Relatives	159 71.9	173 72.4	7 3.2	8 3.3	12 5.4	10 4.2	15 6.8	14 5.9	17 7.7	12 5.0	11 5.0	22 9.2
Visiting Various Institutions & Companies	126 57.0	151 63.2	5 2.3	4 1.7	14 6.3	13 5.4	20 9.0	21 8.8	32 14.5	28 11.7	24 10.9	22 9.2
Having Informal Class Discussions	203 91.9	218 91.2	2 0.9	2 0.8	0 0.0	1 0.4	4 1.8	2 0.8	7 3.2	6 2.5	5 2.3	10 4.2
Going to Canada Manpower or Similar Agency	200 90.5	220 92.1	1 0.5	0 0.0	3 1.4	1 0.4	6 2.7	3 1.3	6 2.7	7 2.9	5 2.3	8 3.3
Talking to Friends	192 86.9	214 89.5	2 0.9	4 1.7	1 0.5	3 1.3	5 2.3	7 2.9	6 2.7	4 1.7	15 6.8	7 2.9
Participating in Seminars with Resource People from Community	206 93.2	225 94.1	0 0.0	0 0.0	3 1.4	2 0.8	2 0.9	1 0.4	4 1.8	4 1.7	6 2.7	7 2.9
Taking a Credit Course in Career Planning	193 87.3	212 88.7	5 2.3	11 4.6	4 1.8	4 1.7	5 2.3	4 1.7	8 3.6	5 2.1	6 2.7	3 1.3
Getting Career Information as Part of Course Content of Every Subject	183 82.8	191 79.9	2 0.9	8 3.3	5 2.3	7 2.9	8 3.6	8 3.3	11 5.0	14 5.9	12 5.4	11 4.6
Talk to Teachers in School	195 88.2	210 87.9	1 0.5	0 0.0	7 3.2	2 0.8	6 2.7	8 3.3	8 3.6	9 3.8	4 1.8	10 4.2

APPENDIX H

THE OPINIONS OF MALE AND FEMALE STUDENTS ON REASONS FOR MAKING A CAREER DECISION

	No Opinion		Very Low Importance		Fairly Low Importance		Medium Importance		Fairly High Importance		Very High Importance	
Sex	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Educational Requirements	0 0.0	3 1.3	2 0.9	1 0.4	3 1.4	2 0.8	38 17.2	36 15.1	31 36.7	89 37.2	97 43.9	108 45.2
Money/Salary	1 0.5	1 0.4	2 0.9	0 0.0	1 0.5	4 1.7	50 22.6	74 31.0	113 51.1	113 47.3	54 24.4	47 19.7
Future Trends in that Area	5 2.3	9 3.8	0 0.0	0 0.0	3 1.4	7 2.9	41 18.6	48 20.1	88 39.8	95 39.7	84 38.0	80 33.5
Opportunity for Working with People	2 0.9	3 1.3	5 2.3	1 0.4	10 4.5	1 0.4	74 33.5	51 21.3	74 33.5	93 38.9	56 25.3	90 37.7
Your Aptitudes/ Strengths & Weaknesses	1 0.5	5 2.1	1 0.5	0 0.0	11 0.5	5 2.1	56 25.3	55 23.0	88 39.8	97 40.6	64 29.0	77 32.2
Your Interests	3 1.4	0 0.0	1 0.5	0 0.0	2 0.9	3 1.3	13 5.9	8 3.3	49 22.2	47 19.7	153 69.2	181 75.7
Opportunity to Contribute to Society	2 0.9	3 1.3	5 2.3	0 0.0	17 7.7	6 2.5	74 33.5	65 27.2	82 34.1	99 41.4	41 18.6	66 27.6
Prestige (Reputation, Influence)	2 0.9	3 1.3	13 5.9	10 4.2	19 8.6	41 17.2	76 34.4	79 33.1	80 36.2	83 34.7	31 14.0	23 9.6
Job Opportunities in the Field	1 0.5	2 0.8	2 0.9	1 0.4	6 2.7	5 2.1	25 11.3	39 16.3	92 41.6	115 48.1	95 43.0	77 32.2
Working Environment (Conditions & Surroundings)	2 0.9	2 0.8	1 0.5	1 0.4	6 2.7	5 2.1	41 18.6	53 22.2	93 42.1	98 41.0	78 35.3	80 33.5
What your Parents Would Like	1 0.5	0 0.0	41 18.6	50 20.9	56 25.3	53 22.2	74 33.5	89 37.2	33 14.9	34 14.2	16 7.2	13 5.4
Personal Satisfaction	5 2.3	5 2.1	0 0.0	0 0.0	3 1.4	0 0.0	12 5.4	5 2.1	47 21.3	37 15.5	154 69.7	192 80.3
Location	20 9.0	21 8.8	19 8.6	10 4.2	31 14.0	28 11.7	67 30.3	90 37.7	61 27.6	64 26.8	23 10.4	26 10.9

APPENDIX I

THE OPINIONS OF GRADE 9 AND GRADE 12 STUDENTS ON REASONS FOR MAKING A CAREER DECISION

	No Opinion		Very Low Importance		Fairly Low Importance		Medium Importance		Fairly High Importance		Very High Importance	
Grade	9	12	9	12	9	12	9	12	9	12	9	12
Educational Requirements	3 1.3	0 0.0	3 1.3	0 0.0	1 0.4	4 1.8	29 12.3	45 19.9	71 30.1	101 44.7	129 54.7	76 33.6
Money/Salary	2 0.8	0 0.0	0 0.0	2 0.9	1 0.4	4 1.8	66 28.0	58 25.7	104 44.1	123 54.4	63 26.7	39 17.3
Future Trends in that Area	7 3.0	7 3.1	0 0.0	0 0.0	8 3.4	2 0.9	53 22.5	36 15.9	104 44.1	80 35.4	64 27.1	101 44.7
Opportunity for Working with People	3 1.3	2 0.9	4 1.7	2 0.9	5 2.1	6 2.7	68 28.8	58 25.7	80 33.9	87 38.5	76 32.2	71 31.4
Your Aptitudes/ Strengths & Weaknesses	3 1.3	3 1.3	0 0.0	1 0.4	10 4.2	6 2.7	65 27.5	48 21.2	91 38.6	94 41.6	67 28.4	74 32.7
Your Interests	3 1.3	0 0.0	1 0.4	0 0.0	3 1.3	2 0.9	12 5.1	10 4.4	50 21.2	46 20.4	167 70.8	168 74.3
Opportunity to Contribute to Society	4 1.7	1 0.4	2 0.8	3 1.3	17 7.2	7 3.1	62 26.3	77 34.1	92 39.0	90 39.8	59 25.0	48 21.2
Prestige (Reputation, Influence)	2 0.8	3 1.3	7 3.0	16 7.1	28 11.9	32 14.2	77 32.6	80 35.4	95 40.3	68 30.1	27 11.4	27 11.9
Job Opportunities in the Field	2 0.8	1 0.4	2 0.8	1 0.4	8 3.4	3 1.3	39 16.5	25 11.1	101 42.8	108 47.8	84 35.6	88 38.9
Working Environment (Conditions & Surroundings)	4 1.7	0 0.0	1 0.4	1 0.4	7 3.0	4 1.8	53 22.5	41 18.1	93 39.4	98 43.4	78 33.1	82 36.3
What your Parents Would Like	1 0.4	0 0.0	37 15.7	54 23.9	51 21.6	59 26.1	83 35.2	80 35.4	42 17.8	26 11.5	22 9.3	7 3.1
Personal Satisfaction	6 2.5	4 1.8	0 0.0	0 0.0	3 1.3	0 0.0	16 6.8	1 0.4	45 19.1	39 17.3	166 70.3	182 80.5
Location	16 6.8	25 11.1	16 6.8	13 5.8	30 12.7	29 12.8	79 33.5	28 34.5	65 27.5	61 27.0	30 12.7	20 8.8